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(Re)conceptualizing Competition Stress in Sport Performers.

by

Richard Neil

A Doctoral Thesis

**Submitted in Partial Fulfilment of the Requirements
for the Award of Doctor of Philosophy of the Swansea
University**

March, 2007

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2

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ABSTRACT

The major purpose of this thesis was to provide a more contemporary exploration of the competition stress process in sport performers, with particular emphasis on the orientation of emotions with respect to performance. Study 1 of the thesis investigated the stressors encountered within the competition environment. The findings highlighted that athletes experience a broad range of both performance and organisational demands, with some stressors being common and some unique to each participant. To provide a clearer insight into the competition stress process than the previous literature, Study 2 used the stressors identified in Study 1 and examined the subsequent appraisals, emotional response, emotional orientation, and behaviour. The narrative provided by the athletes suggested emotional orientation to be a pivotal factor within the competition stress transaction, with facilitative interpretations coinciding with increased motivation, effort, and focus on the task in hand. In comparison, when emotions were viewed as debilitating towards upcoming performance, athletes reported becoming agitated and/or distracted, which affected performance. The final study in this thesis culminated the exploration into the competition stress experience by examining the effects of a systematic cognitive-behavioural intervention programme on the further appraisals of four golfers who interpreted their emotions as debilitating towards upcoming performance. The findings demonstrated an immediate intervention effect on emotional orientation, with interpretations changing to facilitative or/and unimportant. An in-depth social validation process conducted during (open ended questionnaires) and post-intervention (interviews) provided explanations for these transformations, which included a change of focus from the emotions and negative thoughts towards the task

in hand. Improvements or more consistency in levels of subjective and objective performance were also reported, which the golfers suggested were due to the self-statement technique utilised, allowing them to change their focus to play the best shot they possibly could or/and gave them more confidence to perform during problem holes. The overall findings of the thesis have facilitated a greater understanding of the competition stress process experienced by performers. Practical recommendations are proposed which aim to assist performers' appraisals and coping strategies within the competitive environment. These include methods to manage the demands encountered, along with techniques to help change athletes' interpretations of their emotional states. Future research directions are also provided with respect to: the cyclical nature of the competition stress process; considerations of other dimensions of the emotional response in addition to orientation; and the assessment of a broader range of emotions experienced.

PUBLICATIONS RESULTING FROM THESIS

Published Papers

Neil, R., Fletcher, D., Hanton, S., & Mellalieu, S. D. (2007). (Re)conceptualizing competition stress in sport performers. Sport & Exercise Psychology Review, 3, 23-29.

To Mam and Dad,

You taught me the meaning of support, love, and encouragement, and the benefit of
hard work.

In the realm of ideas, everything depends on enthusiasm; in the real world, all rests on perseverance

Johann von Goethe

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(Re)Conceptualizing Competition Stress..... 1

CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

Sport psychology research has developed and expanded considerably over the past two decades with the advancement of knowledge taking many different paths (cf. Hanton & Mellalieu, 2006). Focusing on the relationship between a variety of psychological constructs and performance, researchers have continuously employed novel and innovative study designs to contest and alter existing theories and perspectives. The purpose of this chapter is to briefly overview this progression, with particular attention paid to 'Competition Stress' and the recent developments and conceptual issues within the area.

1.2 SPORT PSYCHOLOGY

Athletic investigations into the psychological aspects of human movement emanate from the late 19th century where laboratory settings were used to examine the speed and accuracy of motor responses (i.e., Fitz, 1895) and the effects of social factors upon performance (i.e., Triplett, 1898). However, it is the pioneering work of Coleman Griffith between 1920 and 1940 that is widely credited for stimulating research within the discipline now referred to as *sport psychology* (Cox, 2002; Weinberg & Gould, 2003; Williams & Straub, 2006). Indeed, the opening keynote address at the 2003 conference of the Association for the Advancement of Applied Sport Psychology (AAASP)^{1.1} allowed one of the modern day pioneers within this field, Dan Gould, to emphasize the importance of Griffith's work in inspiring his own applied research over the last two and a half decades (Gould, 2003).

^{1.1}The Association for the Advancement of Applied Sport Psychology (AAASP) has since changed its name to the Association for Applied Sport Psychology (AASP)

During the late 1960's to mid 1970's, sport psychology research was mainly laboratory orientated taking social psychological theory and testing its application to motor skill performance (cf. Feltz & Kontos, 2002). This approach, however, was viewed as too simplistic and over mechanistic; holding low validity when used to explain the complex human behaviour demonstrated in sport (Landers, 1980). This sentiment complimented an influential article by Rainer Martens in 1979 that recommended researchers abandon their laboratory-based experiments and direct their focus toward more applied investigations and concerns. Along with influencing a paradigmatic shift towards an ecologically valid field-based perspective, Martens also promoted the use of alternative methodologies that could offer a better understanding of the performer in the competitive environment. As a result, researchers in sport psychology have broadened their methodological skills and have used their ever increasing repertoire to advance the knowledge of sport psychology (Smith & Bryan, 1995; Sparkes, 1998).

In order to gain a greater understanding of the psychology of performers and sporting performance, researchers have devoted a considerable amount of time studying a broad range of topics associated with competing in sport. Examples include: comprehending the motivation of the performer to compete (e.g., Harwood, Cumming, & Fletcher, 2004; Kingston, Horrocks, & Hanton, 2006); group cohesion and team dynamics (e.g., Hardy, Eys, & Carron, 2005; Holt & Sparkes, 2001); burnout in sport (e.g., Martin, Kelley, & Eklund, 1999; Raedeke, Lunney, & Venables, 2002); the injured athlete (e.g., Evans, Hardy, & Fleming, 2000; Tracey, 2003); and social support (e.g., Bianco & Eklund, 2001; Rees & Hardy, 2000). An additional and widely researched and published area in sport psychology is the concept of competition stress (Mellalieu, Hanton, & Fletcher, 2006). Indeed, the

factors encompassed within this area have received substantial attention over the past two decades due to the effect that stress-related constructs have on performance (cf. Eysenck, 1992). Further, the amount of attention directed into competition stress is unsurprising considering the proportion of consultancy time spent by sport psychologists helping athletes cope effectively with the stress and anxiety associated with the pressure of preparation and performance (Jones, 1995; Woodman & Hardy, 2001a).

1.3 COMPETITION STRESS

Athletic competition is arguably the most demanding arena in which sport performers operate. The demands (i.e., stressors) experienced in this environment are often intense and arise from both performance-related sources (Mellalieu et al., 2006) and organisational-related sources (Fletcher, Hanton, & Mellalieu, 2006). Failure to manage and/or cope with these demands can evoke negative emotional and behavioural responses that can, potentially, affect performance. Considering, therefore, the impact the environment can have on performers, it is not surprising that a substantial amount of research has been conducted in the area of competition stress. These studies have generally focused on the stressors experienced by performers, under the rubric of “sources of stress,” or the subsequent negative responses to the competition environment in general (e.g., Giacobbi, Foore, & Weinberg, 2004; Gould, Jackson, & Finch, 1993; Holt & Hogg, 2002; James & Collins, 1997; Noblet & Gifford, 2002; Scanlan, Stein, & Ravizza, 1991).

The research into the stressors encountered by performers and their responses to such demands has furthered knowledge regarding the experiences of athletes within highly pressurised and contested environments. However, ambiguity remains concerning the conception and definition of competition stress and related constructs.

For example, stress has often been used interchangeably to describe a stimulus or a response of a person-environment interaction (Mellalieu et al., 2006). Contemporary conceptualizations view 'stress' not as a factor that resides in either an individual or the environment but rather as a relationship between the two (Lazarus, 1981). Indeed, researchers have argued that a transactional, rather than an interactional perspective, should be adopted to emphasize the relational meaning construed by an individual operating in a particular environment (cf. Fletcher et al., 2006; Lazarus, 1999). In short, the notion of stress as a transaction considers the environmental demands that an individual endures, the cognitive and emotional responses to these demands, the subsequent behaviour, and the evaluation of this transaction with possible reference to future reactions and personal development. Interestingly, those studies that have embraced this perspective have only considered sections of the process and not the transaction as a whole (e.g., Dugdale, Eklund, & Gordon, 2002; Holt & Hogg, 2002; Nicholls, Holt, & Polman, 2005; Nicholls, Holt, Polman, & Bloomfield, 2006), thus limiting the insight provided into the experiences of competition stress of sport performers.

A further example of the existing ambiguity surrounding the conception and definition of competition stress-related constructs is highlighted within multidimensional anxiety research. Specifically, over the past decade, scholars have debated in detail the nature of multidimensional anxiety and its relationship with performance. This is perhaps best illustrated by Burton and Naylor's (1997) rebuttal of Hardy's (1997) thesis that anxiety is not always detrimental to performance. Drawing upon Lazarus' (1991a) text, *Emotion and Adaptation*, Burton and Naylor commented:

We agree with Lazarus' perspective, particularly his argument that defining anxiety as both facilitative and debilitative to performance confounds positive

with negative emotions. Therefore, the major premise of this reaction paper is that we disagree with Hardy's conceptualization about the facilitative nature of anxiety. Not only do we believe that anxiety does not facilitate performance, we argue that anxiety researchers have mistakenly mislabelled other positive emotions such as challenge and self-confidence as facilitative anxiety. (p. 297)

Unfortunately, these sentiments illustrate a number of misunderstandings across a variety of issues. First, Burton and Naylor cite Lazarus' (1991a) work to justify their claim that anxiety cannot be "both" facilitative and debilitative to performance, thus confounding positive with negative emotions. However, at no point in his text does Lazarus discuss the relationship of anxiety with performance or that anxiety has been confounded with other positive emotions. It is also worth mentioning that up to the point when Burton and Naylor made their remarks, Lazarus had neither published in the sport psychology literature nor speculated on the anxiety-performance relationship. When he did, in 2000, he made his views on the subject clear: "Can anxiety... ever facilitate performance? The answer is a resounding yes" (p. 245). Second, Burton and Naylor misconstrue Hardy's (and others) definition and conception of anxiety. Specifically, these scholars do not define "anxiety as *both* [italics added] facilitative and debilitative to performance" or discuss the "facilitative nature of anxiety". Rather, researchers such as Jones (1991, 1995) have argued that anxiety can be *interpreted in either* a facilitative or debilitative manner in relation to subsequent performance. In addition, Hardy (1998; Woodman & Hardy, 2001a) has suggested that, in certain circumstances, anxiety can have a positive affect on performance. Hence, neither of these researchers has argued that anxiety is a positive emotion *per se*; rather that it can have both a facilitative influence on performance and beneficial performance consequences (cf. Fletcher, in press; Mellalieu et al., 2006).

Considering the prevailing confusion that exists regarding the definition, conception, and operation of competition stress and related constructs (e.g., stressors, anxiety), it is important that these issues are addressed and definitions are clearly outlined. By providing a more lucid conceptualisation, the area will benefit through the adoption of more appropriate research methods, insightful findings and, ultimately, implications for applied practice.

1.4 AIMS AND OBJECTIVES OF THESIS

The general aim of the thesis is to provide a more contemporary exploration of the competition stress process in sport performers. The first objective, therefore, is to discuss the issues surrounding the conceptualisation of competition stress including its definition and operation. Clarity on these issues will allow for a more detailed examination of the competitive stress process. With this in mind, the second objective is to identify the stressors experienced by sport performers, and the subsequent cognitive, emotional, and behavioural responses to these demands. Finally, using the information gathered, the final aim of this thesis is to alter performer's experiences of their competition stress by developing and implementing an intervention focused on altering the cognitions of performers within their competition environment.

1.5 STRUCTURE OF THE THESIS

This thesis will adhere to the following structure. First, a review of the relevant literature will be provided. This review will aim to discuss research pertinent to competitive stress and its related areas, focusing upon conceptual and definitional concerns. Second, two studies will examine the specific stressors performers experience before competition and the cognitive, emotional, and behavioural

responses to these stressors. Specifically, Study 1 will comprise a detailed qualitative investigation into the demands experienced by elite and nonelite athletes within the one hour period prior to competing. Study 2 will then incorporate the stressors identified from Study 1, and tailor interviews to the individual in order to establish the cognitive, emotional, and behavioural states specific to the stressors experienced. In addition, explanations will be sought in order to understand why and how certain emotions are considered beneficial for performance. Using these accounts, Study 3 will then comprise the design and implementation of an intervention focusing on altering performers' cognitive states in order to achieve facilitative interpretations of experienced emotions. In addition, a comprehensive social validation interview will be conducted to evaluate the effectiveness of the intervention with thought towards causal explanations and justifications. That is, gaining insight into why the performers felt the intervention might have benefited their cognitive and emotional state and, possibly, subsequent behaviour. The final chapter will then provide a thesis discussion, highlighting practical implications and recommendations for future research in the area of competition stress.

CHAPTER II

REVIEW OF LITERATURE

2.1 INTRODUCTION

This chapter, divided into two main sections, provides a detailed review of the relevant contemporary issues in competition stress research. First, definitional issues surrounding precise terminology in the literature are clarified. The review then discusses concerns relating to the conceptualisation and subsequent operation of these terms with a consideration of the different theoretical standpoints that have been used by researchers to explain the stress process. These include the stimulus, response, and interaction perspectives, and the more recent transactional approach proffered by Lazarus (1990, 1991a; Lazarus & Folkman, 1984), with a specific focus on the notion of emotional orientation (Fletcher & Fletcher, 2005; Fletcher et al., 2006).

2.2 DEFINITIONAL ISSUES

The study of competition stress and related constructs (e.g., anxiety, sources of stress) has been hindered by a lack of consistency in the use of key terms (cf. Mellalieu et al., 2006). Stress has been defined and operationalised as a stimulus, a response, or the result of an interaction between the two, with the interaction described in terms of some imbalance between the person and the environment (Fletcher et al., 2006). In addition, the cognitive responses of worry and fear, along with the negative emotions of anxiety and nervousness, have been used as examples of the stressors performers may experience while competing (e.g., Cohn, 1990; Gould et al., 1993; James & Collins, 1997). Such inconsistency in the definition of stress, along with a lack of clarity regarding how related constructs are referred to in research, can impact the manner in which they are employed in future investigations

and during practice. For the purpose of furthering theory and practice in our field, therefore, it is pertinent to provide conceptual definitions in order to facilitate the nature and direction of future research (Cooper, Dewe, & O'Driscoll, 2001).

In an attempt to provide a more lucid conceptualization and definition of stress within sport performers, both Fletcher et al. (2006) and Mellalieu et al. (2006) have directed readers to Lazarus' (1990, 1991a; Lazarus & Folkman, 1984) transactional theory of stress. This perspective is considered in more detail later in this review, but in brief, transaction refers to the dynamic relationship that occurs between the environmental demands and a person's resources. In addition, the meaning a person interprets from his or her relationship with the environment is considered (i.e., *relational meaning*; Lazarus, 1991a, 1998; Lazarus & Launier, 1978). In line with the transactional perspective of stress, the following definitions of competition stress-related terms are therefore presented (cf. Fletcher et al., 2006; Mellalieu et al., 2006):

- *Competition stress*: an ongoing transaction between an individual and the environmental demands associated primarily and directly with the competition within which he or she is operating.
- *Competition stressors*: the environmental demands (i.e. stimuli) associated primarily and directly with the competition within which an individual is operating.
- *Competition strain*: an individual's negative psychological, physical, and behavioural responses to competition stressors.
- *Competition anxiety*: a specific negative emotional response to competition stressors.

These definitions will, therefore, be adopted to allow for a more precise consideration of competition stress through a transactional perspective.

2.3 CONCEPTUAL ISSUES

Investigations into the factors associated with competition stress in sport have been underpinned by various conceptualisations of stress. These include the notion of stress as an environmental stimulus, a person's response, or the result of an interaction between the person and the environment. More recently, researchers have advocated a transactional perspective whereby the meaning construed by the person about his or her relationship with the environment is central in the experience of stress (Fletcher et al., 2006; Mellalieu et al., 2006). The following subsections will give a critical overview of each of these differing conceptions.

2.3.1 STIMULUS AND RESPONSE PERSPECTIVES

The essence of stimulus and response perspectives is reflected in the type of language performers commonly use to describe their experiences. For example, the use of the expression "I'm under stress" refers to the demands that they encounter, whilst the statement "I'm stressed" indicates their responses to such demands.

2.3.1.1 STIMULUS PERSPECTIVE

The stimulus-based definition of stress originates from applications in physics and engineering (Hinkle, 1973). For example, the work of Robert Hooke influenced the notion that stress was an external demand placed on a bio-social-psychological system (Lazarus, 1993). This perspective, therefore, conceives stress as an environmental or independent variable. More to the point, it emphasizes the external events or demands that are placed on the individual (Hardy, Jones, & Gould, 2006). As referred to earlier, a substantial amount of investigations have attempted to identify the demands (i.e., stressors) experienced by performers under the rubric of "sources of stress" (e.g., Giacobbi et al., 2004; Gould et al., 1993; Holt & Hogg,

2002; James & Collins, 1997; Noblet & Gifford, 2002; Scanlan et al., 1991). The following subsection will provide an overview of this literature with the purpose of acknowledging the definitional concerns highlighted in section 2.2.

2.3.1.1.1 RESEARCH INTO COMPETITION STRESSORS

Research examining the stressors experienced by sport performers began during the late 1970's and early 1980's (i.e., Gould, Horn, & Spreeman, 1983; Scanlan & Passer, 1978, 1979), where self-report measures were the chosen method of inquiry. Participants were restricted to choose from a pre-determined list of stressors provided by the researchers. Although limited in the quality and amount of stressors identified, these studies offered an early insight into the intrapersonal and situational factors that could affect the athlete prior to performance.

Addressing the issue of quality and quantity of demands, the investigations by Scanlan, Ravizza, and Stein (1989) and Scanlan et al. (1991) used in-depth interview techniques as a source of inquiry, thus allowing the participants to offer their own unique experiences. Employing a sample of elite figure skaters, Scanlan and associates established raw stressors to group under five general dimensions of: negative aspects of competition; negative significant other relationships; demands / costs of skating; personal struggles; and traumatic experiences. Similar dimensions were identified when examining nonelite youth golfers (Cohn, 1990) and national champion skaters (Gould et al., 1993). Conversely, incorporating a mixed sport and level sample, James and Collins (1997) identified eight general stressor themes, relating the general and raw themes to self-presentational concerns during competition. However, and with reference to the earlier discussion on the definition of stress and related constructs, this line of inquiry has typically inferred to

performers' cognitive and emotional responses, such as worry, fear, self-doubt, and anxiety, as possible stressors (Hanton, Fletcher, & Coughlan, 2005).

The conception of stress aside, additional concerns exist regarding the research conducted upon specific stressors. Specifically, in their attempt to identify the stressors experienced by performers, investigators have neglected the actual origin of these demands (Woodman & Hardy, 2001b). That is, whether they are primarily and directly competition or organisational factors (Fletcher & Hanton, 2003). For example, issues that are not normally considered related to sports performance (e.g., finances) are not regarded as *competition stressors*, although they might be organisational stressors (cf. Fletcher et al., 2006; Woodman & Hardy, 2001b). Issues directly related to sports performance (e.g., opponents, preparation) are then deemed competitive stressors. The importance of distinguishing the origin of identified demands is exemplified when one considers differences in the cognitive processes underlying the responses to these demands which would, therefore, require contrasting interventions (Hanton et al., 2005). Specifically, reactive or coping interventions may be utilized when competition stressors are experienced (cf. Fletcher & Hanton, 2001), whereas, the practitioner may focus on proactive and preventative interventions to eliminate or reduce the organizational stressors that are encountered (cf. Fletcher & Hanton, 2003).

Woodman and Hardy (2001b) instigated the research into organisational stressors when interviewing Olympic and World championship performers. Based on the experiences described by these participants, Woodman and Hardy categorized raw stressors into the following higher order dimensions: team atmosphere; support network; roles; and communication. Fletcher and Hanton (2003) complimented these themes and supplemented them with the environmental issues of accommodation,

travel, competition environment, and safety. This line of enquiry was then furthered by Hanton et al. (2005) who compared both the organizational and competition stressors experienced by elite performers. The findings suggested that athletes experienced and recalled more stressors associated primarily and directly with the sport organization than with competitive performance. Between subjects analyses also found that performers identified different organizational stressors but similar competition stressors. These observations were proposed to be due to organization demands being essentially extraneous and widely distributed whereas performance stressors are, by definition, inherent and endemic to elite sport (Hanton et al., 2005).

The differentiation of competitive stressors from those that are organisational in definition allows for further thought on the selection of appropriate interventions. In addition, it is important for practitioners to note that, although organisational stressors may not be directly related to the competition environment (Fletcher et al., 2006; Woodman & Hardy, 2001b), organisational influences may still exist within performance situations. Indeed, Woodman and Hardy (2001b) outlined that interpersonal and financial issues that are poorly managed are likely to result in impaired competition preparation. Further, Fletcher et al. (2006) highlighted that being late due to organisational issues can also interrupt pre-match preparation. Therefore, although it is important to classify the origin of the stressor, it would be naïve to ignore organisational stressors when examining the competitive environment.

The work by Fletcher, Woodman and associates has no doubt increased our understanding of the stressors experienced by performers. However, the findings are limited in that the focus was on a generic level. That is, the stressors identified were not relevant to any specific time frame. Temporal investigations into a form of strain (i.e., competitive anxiety) have demonstrated the intensity and frequency of cognitive

and somatic symptoms to be greatest between the one hour and 30 minutes prior to competition (Hanton, Thomas, & Maynard, 2004; Thomas, Maynard, & Hanton, 2004). When considering that the measurement scale used within these studies, the Competitive State Anxiety Inventory-2 (Martens, Burton, Vealey, Bump, & Smith, 1990), directs participants to respond to each item with respect to *upcoming performance*, it is possible to stipulate that the anxiety felt by the participants is a consequence of not effectively coping with performance stressors. The consideration of a more crucial time period (i.e., within the competition environment) could, therefore, provide different findings to those observed by Fletcher and associates. That is, athletes may experience more performance stressors than organizational stressors. The identification of the demands encountered by performers within the competition arena is, therefore, warranted. The information obtained from such an investigation will provide a framework for researchers and practitioners to: 1) identify the cognitive, emotional, and behavioural responses to such demands; and 2) screen and help athletes to manage and/or cope with the stressors and/or subsequent reactions that are experienced.

2.3.1.2 RESPONSE PERSPECTIVE

The origins of response-based definitions can be found in medicine, where the traditional method is to diagnose and treat symptoms but not necessarily their causes (cf. Cooper & Dewe, 2004; Hinkle, 1973). Cooper et al. (2001) refer to the work of Hans Selye in the 1930's and 1940's as the beginning of this approach to the study of stress. Introducing the notion of stress-related illness in terms of the general adaptation syndrome, Selye (1936, 1946) proposed stress to be a non-specific response of the body to a demand(s). According to this conceptualisation, stress is viewed as a person or dependent variable. Sport psychology research that has adopted

this perspective has either employed the definition at a conceptual level (e.g. Scanlan & Lewthwaite, 1988; Scanlan & Passer, 1979) or an operational level (e.g. Giacobbi et al., 2004; Gould et al., 1993; James & Collins, 1997; Scanlan et al., 1991). Indeed, this was reflected in two independent interview studies conducted with figure skaters:

When we discuss stress or pressure now, I am referring to the negative emotions, feelings, and thoughts that you might have had with respect to your skating experience. These would include feelings of apprehension, anxiety, muscle tension, nervousness, physical reactions (such as butterflies in the stomach, shaking, or nervous sweating), thoughts centered on worry and self-doubt, and negative statements to yourself. (Gould et al., 1993, p. 136; Scanlan et al., 1991, p. 105; see also Giacobbi et al., 2004; James & Collins, 1997)

2.3.1.3 CRITIQUE OF STIMULUS AND RESPONSE PERSPECTIVES

Inherent in the conceptualisation of stress as a stimulus or a response are a number of limitations due to the actual focus that is adopted. For example, these perspectives do not consider the individual differences that may help to explain variance in performers' reactions to demands. Specifically, variables such as mental toughness, hardiness, and experience appear to influence how individuals appraise, manage, and cope with the stressors they encounter (Hanton, Evans & Neil, 2003; Hanton, Cropley, Neil, Mellalieu, & Miles, 2007; Jones, Hanton & Connaughton, 2002). Further, description of the impact of these individual differences upon the performer's ongoing perceptual and cognitive processes has largely been ignored in sport contexts (Cox, 1990). The consideration of stress as either a stimulus or a response, therefore, focuses heavily on separate components as opposed to a relational process.

2.3.2 INTERACTIONAL PERSPECTIVE

The interactional approach to defining stress focuses on the interaction between the person and his or her environment which gives rise to cognitive-emotional reactions. The term “interaction” has been adopted by many researchers to describe their perspective of stress (see, e.g. Kelley, Eklund, & Ritter-Taylor, 1999; Woodman & Hardy, 2001a). However, although the interactional perspective is relevant, it fails to explain the mechanisms by which all relevant factors interact (Cooper et al., 2001). Hence, a more penetrating conceptualisation has been introduced that considers the ongoing process of an individual *transacting* with his or her environment, where appraisals of these encounters and attempts to cope with the issues that arise are made (Fletcher et al., 2006). This perspective suggests that the person and the environment within which they operate are factors that may affect one another (Lazarus, 1981).

2.3.3 TRANSACTIONAL PERSPECTIVE

This perspective conceives stress as an ongoing transaction between the environmental demands and a person's resources, with strain resulting from an imbalance between these demands and resources (Lazarus & Folkman, 1984). This dynamic perspective of stress acknowledges the recursive principle that a person, the environment, and the person's psychological reactions all mutually affect one another. Specifically, the combination of environmental demands and personal characteristics influence how a performer reacts to a situation. This response will then, through the processes of coping and adaptation, effect environmental conditions, personal resources, and future reactions (Fletcher et al., 2006). From a competition stress perspective, consider a tennis player competing in a match at a major championship in front of a large crowd. The performer may initially appraise this situation as

threatening and out of their control, become anxious and, consequently, suffer a performance decrement. At the break between games, he or she may reflect on their emotional state, identify the cause of their anxiety, and subsequently address how to cope with the situation and their emotions in future play. During the next game, the performer may now think and behave more effectively due to this ongoing process. This example highlights a further, and important, aspect of the transactional definition of stress; that is, the meaning a person construes from his or her relationship with the environment. The notion of *relational meaning* involves the conjoining of both environmental demands and personal characteristics to generate cognitive-evaluative reactions and ascribe meaning to an encounter (Lazarus, 1998, 1999). It is this meaning that is central to the study and understanding of performers' experiences of competition stress.

In the hypothetical example of the tennis player given above, the meaning ascribed to an encounter was proposed to influence future behaviour (i.e., the next game). Prior to this evaluation and adaptation, the initial appraisal that the situation was out of the athlete's control caused the negative emotional response of anxiety, which, in turn, influenced the initial performance decrement. This process, highlighted in Lazarus' cognitive-motivational-relational theory of emotions (Lazarus, 1991b, 1993, 1998, 1999, 2000a), therefore, suggests that relational meaning is the cognitive foundation of emotion, where emotions are the response to these appraisal mechanisms. Indeed, each emotion "tells a different tale" about how a person appraises the environmental demands he or she encounters (Lazarus, 1999). Factors that influence the generation of emotions include goal relevance, goal congruence, type of ego involvement, options for coping, coping potential, and future expectations (Fletcher et al., 2006). The types of emotions that may be salient to athletic

performance have been identified by Lazarus (2000b) as anger, anxiety, guilt, relief, happiness, and pride.

The concept of stress as a transactional process has gained increasing exposure within the sport psychology literature (e.g., Dugdale et al., 2002; Holt & Hogg, 2002; Nicholls et al., 2005; Nicholls et al., 2006). Researchers who have adopted this perspective have examined performers' cognitive appraisals and use of coping strategies when faced with stressors (e.g., Anshel & Delany, 2001; Anshel, Jamieson & Raviv, 2001; Dugdale et al., 2002; Nicholls et al., 2005; Nicholls et al., 2006). By acknowledging the dynamic nature of the stress process and attempting to investigate the notion of relational meaning, these studies have furthered our understanding of the stress experience. Indeed, the identification of *why* performers respond in certain ways when interacting with their environment promotes a more complete outlook of the competition stress transaction. Nevertheless, these studies only considered facets of the transactional perspective (i.e., stressors, appraisals, coping), ignoring the emotional response and the possible influence that appraisals and emotions may have on actual performance. Future research, therefore, needs to continue this line of enquiry by employing idiographic approaches that consider the sequential nature of the transaction. Specifically, the interrelationships between the components of the stress process and the meaning performers ascribe to these associations need further consideration.

2.3.4 EMOTIONAL ORIENTATION

In developing his conception of stress as a transaction, Lazarus' focused increasingly on emotion, coping, and adaptation (see e.g., Lazarus, 1998, 1999). Central to his theorising was the evaluative process (i.e., appraisal) that generates an emotion, with this response having implications for athletic performance (see Lazarus,

2000b). For example, Lazarus suggested that the emotion of anxiety may benefit performance through an increase in mobilized energy and/or concentration on the task at hand. Research within sport psychology has begun to unravel the complexities of the stress-performance relationship and alluded to a further level of cognitive appraisal after the experience of an emotion (see Jones, 1995; Figure 2.3.1). Termed by Fletcher and Fletcher (2005; see also Fletcher et al., 2006) as “emotional orientation”, this outlook suggests that in addition to Lazarus’s transactional perspective of competition stress, a performer will interpret their emotions as either beneficial or detrimental to performance, dependent on whether they have the resources to cope with their emotions.

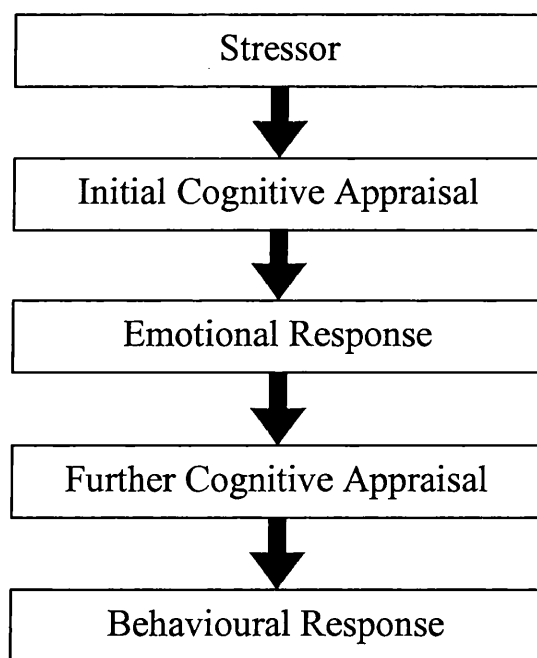


Figure 2.3.1 The Transactional model of Competition Stress, including Emotional Orientation (i.e., further cognitive appraisal)

The conception of an additional evaluative process arose from the premise that a negative emotion such as anxiety may be beneficial for performance (Jones, 1995).

Indeed, this notion was influenced by the substantial amount of investigations that have considered performers' interpretations of their anxiety symptoms in relation to upcoming competition.

2.3.4.1 RESEARCH INTO ANXIETY SYMPTOM INTERPRETATION

Empirical study into the interpretation of anxiety symptoms (i.e., direction) was influenced by the work of Jones (1991, 1995; Jones & Swain, 1992), who questioned the sole measurement of anxiety intensity and introduced a directional modification to Martens et al.'s (1990) measure of anxiety symptoms (i.e., Competitive State Anxiety Inventory-2; CSAI-2). Specifically, Jones and Swain (1992) added a debilitating-facilitative scale to each item that rated whether the intensity of symptoms experienced were interpreted as facilitative or debilitating towards future performance. Early research that adopted this scale examined directional interpretations as a function of competitiveness (Jones & Swain, 1992), subjective and objective performance (i.e., Jones, Swain, & Hardy, 1993; Swain & Jones, 1995), and skill level (Jones, Hanton, & Swain, 1994; Jones & Swain, 1995). Collectively, the findings from these studies supported the importance of distinguishing between anxiety symptom intensity and direction (Mellalieu et al., 2006). More specifically, the interpretation of anxiety symptoms were found to be more sensitive to the individual difference variables that were examined than the level at which performers experienced these symptoms.

In an attempt to explain the notion of direction, Jones (1995) proposed a control model of facilitative and debilitating anxiety that considered the influence of individual difference variables upon the interpretation of anxiety symptoms. This model, heavily based on the work of Carver and Scheier (1986, 1988), hypothesized that the performers' ability to control a stressor determined how athletes' interpret

anxiety associated symptoms (as debilitating or facilitative to performance). In addition, personal and situational factors were deemed to affect the perception of control. Control, conceptualized as the cognitive appraisal of the degree of influence the performer was able to exert over both the environment and the self, was viewed as the central mediating factor in how performers interpret anxiety symptoms. For example, individuals who appraised that they possessed a degree of control over the situation, were able to cope with their anxiety, and achieve their goals (i.e., coping or positive expectancy of goal achievement) were predicted to interpret symptoms as facilitative to performance. In comparison, performers who appraised that they were not in control, could not cope with the situation at hand, and possessed negative expectancies regarding goal attainment were predicted to interpret such symptoms as debilitating (Jones, 1995).

Since the introduction of the control model, the majority of direction studies have focused on examining the individual difference element (Mellalieu et al., 2006). More specifically, a range of personal and situational variables have been investigated. For example, in their detailed review of anxiety direction, Mellalieu and associates identified the following factors, and literature, under the 'personal' bracket: trait anxiety (Hanton, Mellalieu, & Hall, 2002); cognitive bias (Eubank, Collins, & Smith, 2002; Jones, Smith, & Holmes, 2004); positive and negative affect (Jones, Swain, & Harwood, 1996); self-confidence (Hanton & Jones, 1997; Hanton, Mellalieu, & Hall, 2004; Mellalieu, Neil, & Hanton, 2006); neuroticism and extraversion (Cerin, 2004); hardiness (Hanton, et al., 2003), coping strategies (Eubank & Collins, 2000; Jerome & Williams, 2000; Ntoumanis & Biddle, 1998); psychological skills (Fletcher & Hanton, 2001; Hale & Whitehouse, 1998; Maynard, Hemmings, & Warwick-Evans, 1995; Maynard, Smith, & Warwick-Evans, 1995;

Page, Sime, & Nordell, 1999); achievement motivation (Ntoumanis & Biddle, 1998); and gender (Perry & Williams, 1998).

Within these studies, many of the factors investigated were found to be significantly related to anxiety symptom interpretation. For example, research into hardiness (i.e., Hanton et al., 2003) and psychological skills (i.e., Fletcher & Hanton, 2001) showed those high in hardiness and psychological skill usage to interpret anxiety symptoms as more facilitative when compared to those low in both variables. In addition, studies investigating the relationship between coping and competitive anxiety direction have revealed a relationship between effective coping strategies and facilitation (Eubank & Collins, 2000; Jerome & Williams, 2000; Ntoumanis & Biddle, 1998). The findings suggest that facilitators use more problem-focused (i.e., increased effort and suppression of competing activities) and less negative emotion-focused coping strategies (i.e., venting of emotions) than debilitators.

Mellalieu et al. (2006) also overviewed the situational variables that have been considered within directional research. These included: skill level (Hanton & Connaughton, 2002; Hanton et al., 2003; Perry & Williams, 1998); competitive experience (Hanton & Jones, 1999a; Mellalieu, Hanton, & O'Brien, 2004); sport type (Hanton, Jones, & Mullen, 2000); task cohesion (Eys, Hardy, Carron, & Beauchamp, 2003); locus of control (Ntoumanis & Jones, 1998); goal attainment expectations (Jones & Hanton, 1996; Hanton, O'Brien, & Mellalieu, 2003); and performance (Edwards & Hardy, 1996; Jerome & Williams, 2000; Swain & Jones, 1996). Again, the majority of these studies have demonstrated direction to be more sensitive than anxiety symptom intensity to the treatment (i.e., situation) variable.

2.3.4.2 MISCONCEPTIONS ABOUT 'ANXIETY DIRECTION'

Due to the plethora of studies that have considered the interpretation of anxiety symptoms and the amount of evidence that has been provided by this research regarding the positive impact that anxiety symptoms may have upon performance, it is peculiar that misconceptions still exist regarding 'directional anxiety'. As highlighted in section 1.3, the notion that anxiety can potentially be interpreted as facilitative towards performance has stimulated substantial debate. For example, Burton (1998; Burton & Naylor, 1997) suggested that a common misunderstanding has been that a number of leading anxiety researchers have mislabelled positive emotions as "facilitative anxiety." Given that his argument is based on (and restricted to) Lazarus' stress model, it is understandable that he concludes that all anxiety-related affect stems from initial appraisal mechanisms. Whilst the anxiety response does indeed arise from these evaluative processes, its *cognitive interpretation in relation to performance* actually occurs at a different level of functioning:

This process may be viewed as a *further level* [italics added] of cognitive appraisal which has the function of interpreting the meaningfulness of the cognitive and physiological symptoms experienced *following earlier appraisal* [italics added] of the congruence between situational demands and ability to meet those demands. (Jones, 1995, p. 463)

Hence, rather than mislabelling positive emotions as "facilitative anxiety", researchers have investigated what, as highlighted earlier, Fletcher and Fletcher (2005; see also Fletcher et al., 2006) termed as "emotional orientation". Specifically, this refers not to performers' evaluation of the stressors they encounter, but rather their appraisal of their emotional responses in relation to performance. This proposal goes beyond Lazarus' stress model and its associated emotions (both positive and negative), and argues that within the competition environment individuals'

interpretations of their emotions are central in determining how they affect their performance (Fletcher et al., 2006).

2.3.4.3 RESEARCH INTO EMOTIONAL ORIENTATION

Important in Fletcher and Fletcher's (2005; Fletcher et al., 2006) conceptualization of emotional orientation is the consideration of a *range of emotions* experienced by the performer. Critically, although anxiety direction research has offered insight into an additional mechanism in the stress process, these studies are limited in that they only consider 'anxiety'. Indeed, there are a number of other emotions that have been reported to be felt by athletes prior to and/or during competition (Cerin, Szabo, Hunt, & Williams, 2000; Hanin, 2004; Lazarus, 2000b; Mellalieu, 2003; Mellalieu et al., 2006). Investigations adopting nomothetic and idiographic designs have identified that performers of various skill levels and from different sports experience a range of emotions that include anger, anxiety, fear, nervousness, and excitement (e.g., Hanin & Syrjä, 1995; Jones & Hanton, 2001; Mellalieu, Hanton, & Jones, 2003; Robazza & Bortoli, 2003; Robazza, Bortoli, & Hanin, 2004; Robazza, Bortoli, & Nougier, 2002; Ruiz & Hanin, 2004). In addition, the research by Hanin and Hanton and associates has also provided insight into the performers' interpretation of their emotions experienced. That is, whether the emotions are viewed as facilitative or debilitating towards the upcoming performance.

The identification of the differing emotions felt by performers, along with the subsequent interpretation, provides a more comprehensive account of the performers' affective state prior to or/and during competition. In addition, with reference to Lazarus' transactional perspective of stress and cognitive-motivational-relational theory of emotion, the consideration of the stressors and initial appraisals is of equal importance. Indeed, Lazarus (2000a, 2000b) suggested that each emotion, in theory,

is caused by the manner in which individuals evaluate (i.e., appraise) their environment (i.e., stressors). Therefore, to acknowledge the emotions and subsequent orientation without any reference to the demands and initial cognitions would provide a weak analysis of the stress process. Indeed, a more comprehensive outlook of competition stress would be established if all the stress-related variables are addressed. Future research, therefore, needs to examine in detail the interrelationships between the generation of emotions in stressful environments (which includes stressors and initial appraisals), individuals' interpretations of these emotions and the performance outcomes.

2.4 SUMMARY

The adoption of conceptually accurate definitions is essential for the successful integration of theory into research designs and for subsequent findings to be used effectively to assist performers. For example, Fletcher et al. (2006; see also Hanton, et al., 2005) observed that the "sources of stress" studies mentioned earlier not only identified environment stressors, they also included performers' appraisals and responses under this conceptual rubric. One of the drawbacks of adopting such a generic, and misconceived, approach to stressor identification is the subsequent lack of precision when applying findings in a practical setting. For instance, if a negative emotion such as anxiety is considered by a practitioner as a demand, the actual origin of the performer's anxiety may be overlooked. By focusing solely on this response, the consultant may essentially be adopting an approach similar to that traditionally used within the medical/physiological domain (Cooper et al., 2001). That is, the emphasis rests on reducing the symptoms as opposed to addressing the cause. Crucially, this approach also gives the impression that all stressors and responses are

negative, thereby overlooking the fact that performers appraise and respond differently to stressors and emotions (See Fletcher et al., 2006; Mellalieu et al., 2006).

This review has attempted to discuss the definitional and conceptual issues that still exist in the area competition stress. Definitions of competition stress-related constructs have been offered to provide clarity and direction for future research and applied practice. In addition, through the adoption of a transactional approach, stress is conceptualised as a process underpinned by relational meaning. The importance of “emotional orientation” in performance contexts has also been discussed together with its role in the stress process.

2.5 PURPOSE

The purpose of the thesis is to provide a more contemporary exploration of the competition stress process in sport performers. Specifically, to investigate stress as a transactional process in conjunction with the notion of emotional orientation. In order to provide greater insight into the competition stress phenomenon, this thesis will progress through the following three studies. First, in consideration of the criticisms directed towards previous research that has investigated the stressors experienced by performers (see Fletcher et al., 2006); Study 1 will attempt to identify the demands encountered within the competition environment. Study 2 will then provide a more complete outlook of the stress process through using the information gathered in Study 1 to elicit the subsequent cognitive, emotional, and behavioural responses to these demands. Finally, using the explanations for improved performance in Study 2, the third study will attempt to manipulate the competition stress process through developing and implementing an intervention focused on altering the cognitions of performers within their competition environment.

We do not remember days, we remember moments.

Cesare Pavese

CHAPTER III

COMPETITION STRESS IN SPORT PERFORMERS I: STRESSORS EXPERIENCED IN THE COMPETITIVE ENVIRONMENT

3.1 INTRODUCTION

The previous chapter reviewed the issues surrounding the conception, definition, and operation of competition stress and related terms. In particular, different theoretical perspectives of stress were identified with Lazarus' (1991a; Lazarus & Folkman, 1984) transactional standpoint advocated in conjunction with the notion of emotional orientation (Fletcher & Fletcher, 2005; see also Fletcher et al., 2006). The concept of stress as a transaction, where the meaning of the person–environment relationship is central, presents researchers with a challenge to design studies that recognise and assess the dynamic nature of the stress process with particular emphasis on an individual's cognitive appraisal of the environment. Integral to the study of this process is the identification of the stressors experienced by performers *in the* competition environment. Indeed, an appreciation of the demands that performers endure in this time period will provide researchers and practitioners with a more comprehensive underpinning with which to assess subsequent cognitive appraisals, emotions, and behaviour.

Previous research that examined the stressors experienced by performers has branded performers' cognitive and emotional responses as possible stressors (cf. Hanton et al., 2005). In addition, investigators have neglected the actual origin of these demands (Woodman & Hardy, 2001b), and have not considered them within any specific time frame (i.e., within the competition environment). Consequently, it seems pertinent to consider competition stressors that originate from *both*

performance and organisational-related sources (see Hanton et al., 2005), as there may be differences in the cognitive processes underlying the responses to these demands which may, therefore, require contrasting interventions (Fletcher & Hanton, 2001; Fletcher & Hanton, 2003). The major purpose of the study reported in this chapter, therefore, is to investigate the performance and organisational stressors identified by sport performers that exist within the competition environment.

Research that has attempted to identify the stressors encountered by sport performers has traditionally employed the semi-structured interview as the chosen form of inquiry (e.g., Fletcher & Hanton, 2003; Gould et al., 1993a; Hanton et al., 2005; Holt & Hogg, 2002; James & Collins, 1997; Noblet & Gifford, 2002; Scanlan et al., 1991). Indeed, due to the richness and depth of explorations and descriptions provided by this approach (Myers, 2000), the interview has become the most commonly used qualitative method in sport psychology (Biddle, Markland, Gilbourne, Chatzisarantis, & Sparkes, 2001). For example, the semi-structured interview has been adopted by researchers when examining: the flow states of performers (e.g., Jackson, 1992); performance related emotional states in sport (e.g., Edwards, Kingston, Hardy, & Gould, 2002; Hanin, 2003); post-performance attributions (Ross, Davies, & Clarke, 2004); imagery use of sport performers (Driediger, Hall, & Callow, 2006; Eddy & Mellalieu, 2003); coping with stressors (e.g., Nicholls et al., 2005, 2006; Nicholls, Holt, Polman, & James, 2005); and burnout in sport (Cresswell & Eklund, 2006; Gould, Tuffey, Udry, & Loehr, 1996). Collectively, these, and other, studies have demonstrated semi-structured interviews as an effective tool for obtaining rich and in-depth information about the experiences of sport performers.

As highlighted by Biddle et al. (2001), the semi-structured interview is one of a number of methods that have been utilised by sport psychologists. Other techniques used include visual observations and reflections (e.g., Bloom, Crumpton, & Anderson, 1999; Cushion & Jones, 2001), open ended questionnaires (e.g., Hardy, Eys, & Carron, 2005; Munroe, Estabrooks, Dennis, & Carron, 1999), case studies (e.g., Hooper, Burwitz, & Hodgkinson, 2003; Jackson & Baker, 2001), focus groups (e.g., Hanton et al., 2007; Jones, Bray, & Olivier, 2005; Jones et al., 2002), and ethnographic inquiry (Holt & Sparkes, 2001; MacPhail, Gorely, & Kirk, 2003). Each of these approaches offers different strengths which can illuminate the question under investigation. However, the decision of which design to use should be founded on matching the method to the research question being asked (see Patton, 2002; see also Smith & Sparkes, 2005). For example, if the interest of the researcher is to understand the culture or dynamics within an organisation or team, then an ethnographic approach with multiple forms of inquiry may be used. Alternatively, where the importance lies in gaining knowledge about the experiences of performers before or during competition, then observations or interviews can be incorporated.

The purpose of this study is to investigate the stressors experienced by elite and nonelite sport performers with the aim of providing a broad range of demands that may be encountered within the competition environment. In order to fully explore the experiences of the performer, interview techniques will, therefore, be adopted (Hanton et al., 2004). Due to a lack of information regarding the demands encountered by nonelite performers (see Fletcher & Hanton, 2003; Hanton et al., 2005), a secondary purpose was to compare the stressors identified by elite and nonelite performers.

3.2 METHODOLOGY

3.2.1 PARTICIPANTS

Based on the recommendations of Lincoln and Guba (1985) and Patton (2002), participants were sampled purposefully with the intention of providing information-rich cases whose study would illuminate the question under investigation. The selection criteria involved maximum variation (heterogeneity) sampling with a matrix created to identify the specific dimensions of sports (See Table 3.2.1). This permitted a diverse range of disciplines to be covered through acknowledging the unique characteristics of each sport. In addition, Patton (2002) highlights that this method enables the identification of any common patterns that may emerge from investigating such a variation in sample (i.e., different sports), allowing the capture of core experiences and central, shared dimensions of the sport phenomenon (p. 235). The selection of individuals in this manner also enables the collection of any unique sporting experiences that each athlete may experience within their context specific setting.

Table 3.2.1 Matrix used to identify the characteristics of the sports that participants compete in.

Participant	Gender	Sport Type	Standard	Objective	Subjective	Contact	Non-Contact	Racket Sport	Ball Sport	Open Skill	Closed Skill	Long Duration	Short Duration	Fine Motor	Gross Motor	Self-paced	External Paced
NONE/LITE																	
MH	Male	Football (T)	National Division one	X		X			X	X		X			X		X
JH	Male	Hockey (T)	Southern League	X		X			X	X		X			X		X
TC	Male	Badminton (I)	Satellite League	X			X	X		X			X		X		X
HM	Female	Football (T)	Southern League	X		X			X	X		X			X		X
AC	Female	Tennis (I)	Regional	X			X	X		X			X		X		X
TW	Female	Surf Lifesaving (I)	National	X	X	X				X			X		X	X	X
ELITE																	
NJ	Male	Rugby (T)	Welsh National League Div 1	X		X			X	X		X			X		X
TG	Male	Snooker (I)	World Champion / Just retired	X			X		X		X	X		X		X	
WE	Male	Mountain Biking (Four cross & Downhill)	National / International Level	X			X			X					X	X	X
LW	Female	Swimming (I)	Wales Senior	X			X				X		X		X	X	
GP	Female	Hockey (T)	Wales U21	X		X			X	X		X			X		X
EH	Female	Rowing (I/T)	GB Squad	X			X				X	X			X		X

Twelve athletes deemed worthy of the selection criteria were contacted and invited to participate in this study, all of whom agreed. The participants ranged in age from 19 to 56 ($M = 23.67$, $SD = 10.32$). Six of the participants met the criteria for elite standard as they had competed at major national and international championships, such as United Kingdom (UK), European and World Championships (see Hanton & Connaughton, 2002). Three were female, competing in the sports of rowing (participant A), hockey (B), and swimming (C), and three were male, competing in snooker (participant D), rugby union (E), and mountain bike riding (F). Based on Hanton and Connaughton's suggested criteria, the remaining six participants that completed the sample selection were of nonelite status, with standards ranging from district to UK national schools/university level. These included three females, competing in the sports of Soccer (participant G), Surf-Lifesaving (participant H), and Tennis (I), and three males, competing in Soccer (participant J), Badminton (K), and Hockey (L). All participants provided written informed consent (See Appendix 1), with anonymity assured throughout the reporting of the data.

3.2.2 PROCEDURE

3.2.2.1 PRELIMINARY INDUCTIVE GENERALISATION

In order to identify the stressors apparent in the hour before competition an interview guide was developed that was based on the extant competition stress literature. This was achieved through several stages (See Figure 3.2.1).

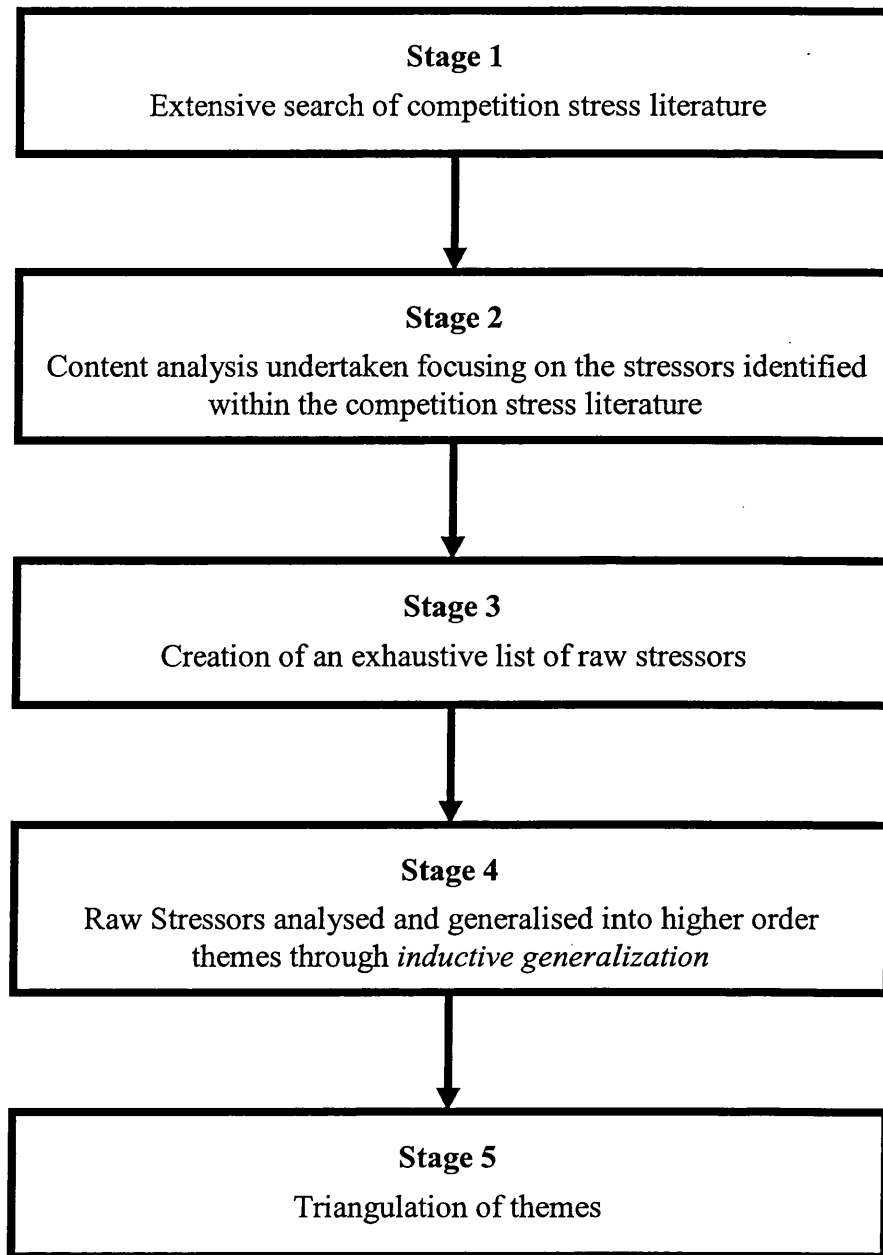


Figure 3.2.1 Preliminary Inductive Generalisation Procedure

First, an extensive search of the competitive stress literature was performed through the use of relevant electronic data bases (i.e., Psycharticles, Psychinfo, Sportsdiscus, PubMed, and Science Direct). Articles that had investigated the stressors experienced by sport performers were then reviewed ($N = 43$), with a content analysis undertaken that incorporated the actual demands reported within these studies

and the higher order themes that the researchers proposed the stressors belonged to (See Appendix 2). This initial process concluded with the production of an exhaustive list of all raw data (i.e., stressors) shown in the content analysis (See Appendix 3). The stressors ($n > 500$) were then categorised into higher order themes on which interview questions could be based. Specifically, the stressors were analysed using a form of inductive generalisation where raw items were generalised into higher order themes and then into common themes of greatest abstraction of generality (see Gould et al., 1993b). In an attempt to validate the themes, triangulation by researcher was sought (see Denzin, 1978). Four sport psychologists^{3.1} trained in qualitative methods independently identified themes and discussed the developed frameworks until agreement was reached^{3.2}. Once consensus of all identified themes had been reached, questions for the interview guide were formed.

3.2.2.2 INTERVIEW GUIDE

Based on the higher order themes, an interview guide was developed in order to explore the stressors experienced by performers' in the hour before competition (see Appendix 5). The guide contained two main sections: performance stressors and organisational stressors. Within performance stressors, subsections covered topics relating to physical preparation, mental preparation, technical preparation, tactical preparation, injury, goals, performance problems, pressure, self-presentation, and opponents. The organisational stressors section focused on topics surrounding the coach, team mates, competitive environment, and external factors such as media and time demands.

^{3.1}This included the author of this study

^{3.2}The agreed upon framework is demonstrated in Appendix 4

3.2.2.3 PILOT STUDY

A pilot study of the interview guide was conducted with two elite and two nonelite athletes. The purpose of these sessions was to ensure that the interview guide covered all the issues that might contribute to the experience of competition stress and further enable the researcher to practice and refine their interview skills and techniques. Advice and guidance on conducting interviews was received from two supervisors who were trained in qualitative methods to graduate level and possessed recent experience of interviewing sports performers.

3.2.2.4 INTERVIEW PROTOCOL

All interviews were performed face-to-face, tape recorded, and lasted between 90 and 120 minutes. Each interview was conducted within the time frame of each performer's competitive season (see Edwards, Kingston, Hardy, & Gould, 2002) and was carried out away from the competitive environment in order to minimize bias (cf. Eddy & Mellalieu, 2003). Using a semi-structured format, each individual was led through an identical set of questions that were asked in a similar manner. However, the structure of the guide did remain sufficiently open and flexible to permit exploration of factors not recognised by previous research, thus continuing to be emergent even after the data collection had begun (Patton, 2002). Flexibility in the ordering of questions when reacting to and exploring relevant issues at the moment also enhances the fluency of the discussion and the richness of the information gained (Patton, 2002). Based on Patton's recommendations for conducting interviews, clarification (e.g., "I'm not entirely sure what you mean, could you please go over that again?"), elaboration (e.g., "Could you please explain that in more detail?"), and general (e.g., "What effect did that have?") probes were used to investigate issues in

greater depth. At the end of each section, interviewees were asked whether there was anything else they could add concerning what had just been discussed.

3.2.3 DATA ANALYSIS

The tapes from the interviews were later transcribed yielding 576 pages of text. The transcribed interviews were then formatted for analysis in the QSR N5 (2000), the fifth version of the Non-numerical Unstructured Data Indexing Searching and Theorizing (NUD*IST) software for qualitative data analysis. Data were then analysed through a combination of inductive and deductive content analysis (see Patton, 2002). Specifically, deductive analysis involved the investigator ensuring that answers discussing specific content were related to the question being asked. These questions, in turn, were derived from the inductive generalisation procedure that was conducted on the existing competitive stress literature (see section 3.2.4.2). Through analytic induction (Patton, 2002, p. 493), the responses to each question were then integrated into the original themes identified within the inductive generalisation, with any new emergent themes also included.

Further inductive analysis involved two investigators who were trained in qualitative methods. Within this procedure, extracts from the transcripts (i.e., quotes representing a meaningful point made by the interviewee) were independently 'sifted out' and then clustered around common factors, which subsequently developed into raw data themes (Patton, 2002). This process was then repeated with the identification of further common themes that resulted in the establishment of first and second level dimensions, labelled "higher order themes". For example, the raw stressors "not enough time to see physiotherapist" and "not enough time to complete physical preparation (warm-up)" were integrated into "inadequate physical preparation", which in turn was integrated into physical preparation and then

preparation. Based on the current literature (e.g., Hanton et al., 2005), these final emergent themes were then deductively categorized under one of the following two general dimensions: performance issues and organizational issues. Once completed, cross-checking and cross-validation of each investigator's analysis was sought, with triangular consensus required for the concluded themes (i.e., by the research group).

For the purpose of this study, a comparative quantitative analysis was also included (see Hanton et al., 2005). This involved recording the cardinal number of performance stressors (#PS) and organizational stressors (#OS) reported by elite performers and nonelite performers, complemented by a frequency analysis to illustrate the number of participants that mentioned each stressor. In addition, the summated number of mentioned stressors (Σ) and the average number of participants mentioning individual performance and organizational stressors (M) were also calculated.

3.2.3.1 VERIFICATION AND TRUSTWORTHINESS

For the purpose of verification, the findings, including interview transcripts, raw data themes, higher order themes and general dimensions, were presented to an independent researcher to act as devils' advocate. This allowed the "outside" researcher to read and re-read the findings and question or raise concern about any of the researchers' interpretations or inferences made through the analysis (cf. Creswell, 1998). For this process an experienced sport psychologist trained in qualitative interview methods and versed in the competitive stress literature served as an independent researcher. Any comments, concerns or queries raised by the independent researcher regarding the analysis were then acted upon.

3.2.3.2 REFLEXIVE JOURNAL

In line with guidelines for best qualitative practise (see Murphy et al., 1998; Patton, 2002), a reflexive journal was kept throughout this study (Extracts from this journal are presented in Appendix 6). Being reflexive involves self-questioning and self-understanding, an ongoing examination of *what I know* and *how I know it*, with the perspective of the researcher being part of the context for the findings in a qualitative inquiry (Patton, 2002). The analysis of the research data should therefore involve careful reflection upon the ways in which the data have been shaped by the research process itself (Murphy et al., 1998). This allows insight into the researcher's own prior personal and theoretical biases in an attempt to reduce subjectivity and convey authenticity and trustworthiness.

3.3 RESULTS

A total of 283 distinct performance stressors (#PS = 173) and organizational stressors (#OS = 110) emerged from the interview transcripts. These were abstracted into 23 higher order categories and subsequently organized into a coherent and representative framework of performance and organizational stressors (Figures 3.3.1 - 3.3.10). Higher order themes were categorized under one of the following five performance stressor *post hoc* dimensions: preparation, injury, expectation, self-presentation, and rivalry. For organizational stressors, higher order themes were categorized under one of the following five *post hoc* dimensions: factors intrinsic to the sport, roles in the sport organization, sport relationships and interpersonal demands, athletic career and performance development issues, and organizational structure and climate of the sport (Fletcher et al., 2006).

In terms of the cardinality of stressors across skill levels, data analysis revealed that elite performers encountered a similar quantity of performance (#PS =

127) and organizational stressors (#OS = 72) as those reported by nonelite athletes (#PS = 123; #OS = 74), with some demands being in common and some unique to each group^{3.3}. The frequency analysis revealed that elite participants mentioned a similar amount of performance ($\Sigma = 213$) and organizational stressors ($\Sigma = 105$) as those reported by nonelite athletes (PS, $\Sigma = 217$; OS, $\Sigma = 115$). Further analysis within these groups showed that the average number of elite performers citing individual performance ($M = 1.68$) and organizational stressors ($M = 1.46$) was also similar to that cited by nonelite performers (PS, $M = 1.76$; OS, $M = 1.55$).

^{3.3}A frequency analysis is provided in the first two columns of Figures 3.3.1 to 3.3.10 to illustrate the number of elite and nonelite performers mentioning each stressor

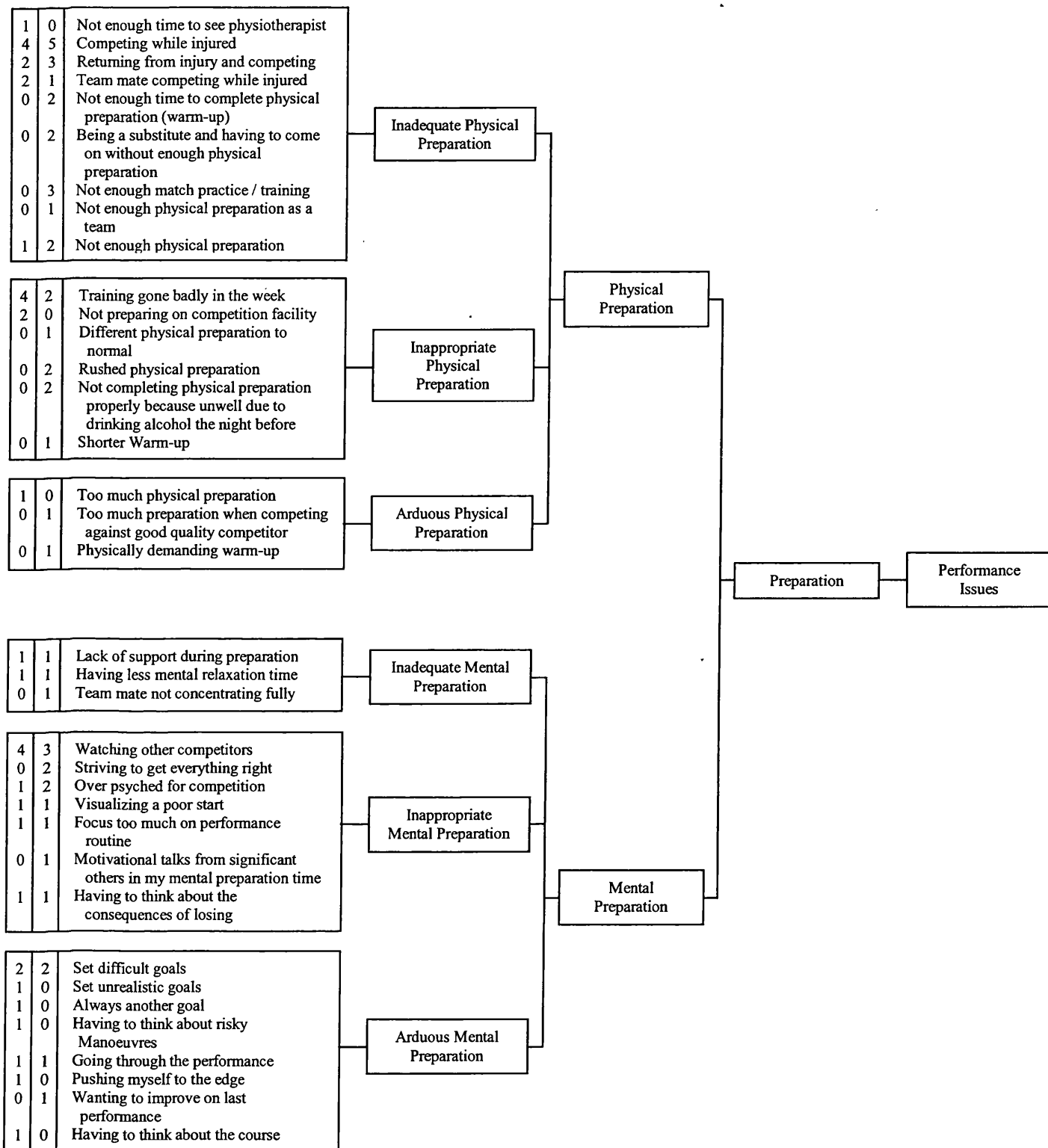


Figure 3.3.1 Performance stressors in sport performers: Preparation

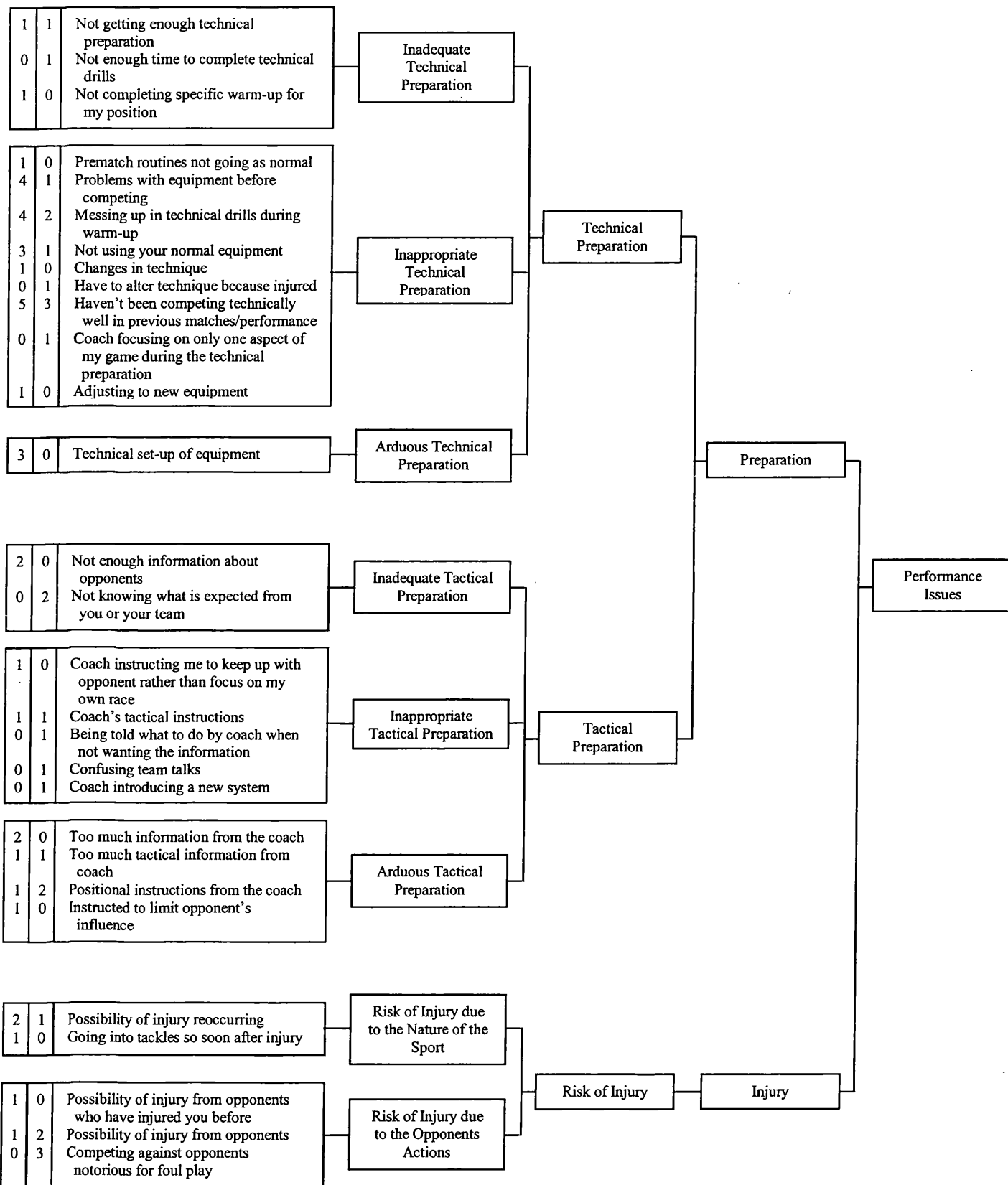


Figure 3.3.2 Performance stressors in sport performers: Preparation (continued) and Injury

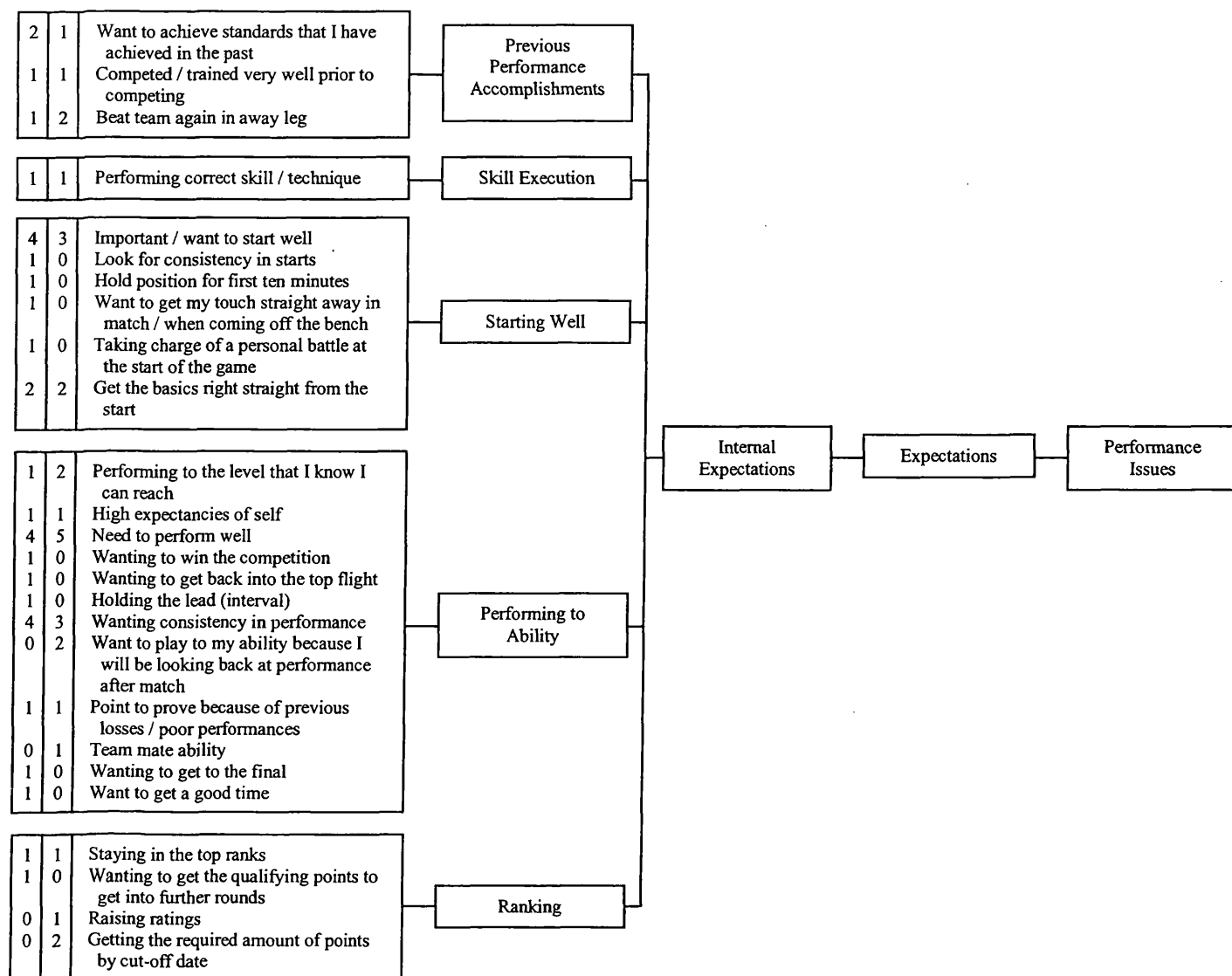


Figure 3.3.3 Performance stressors in sport performers: Expectations

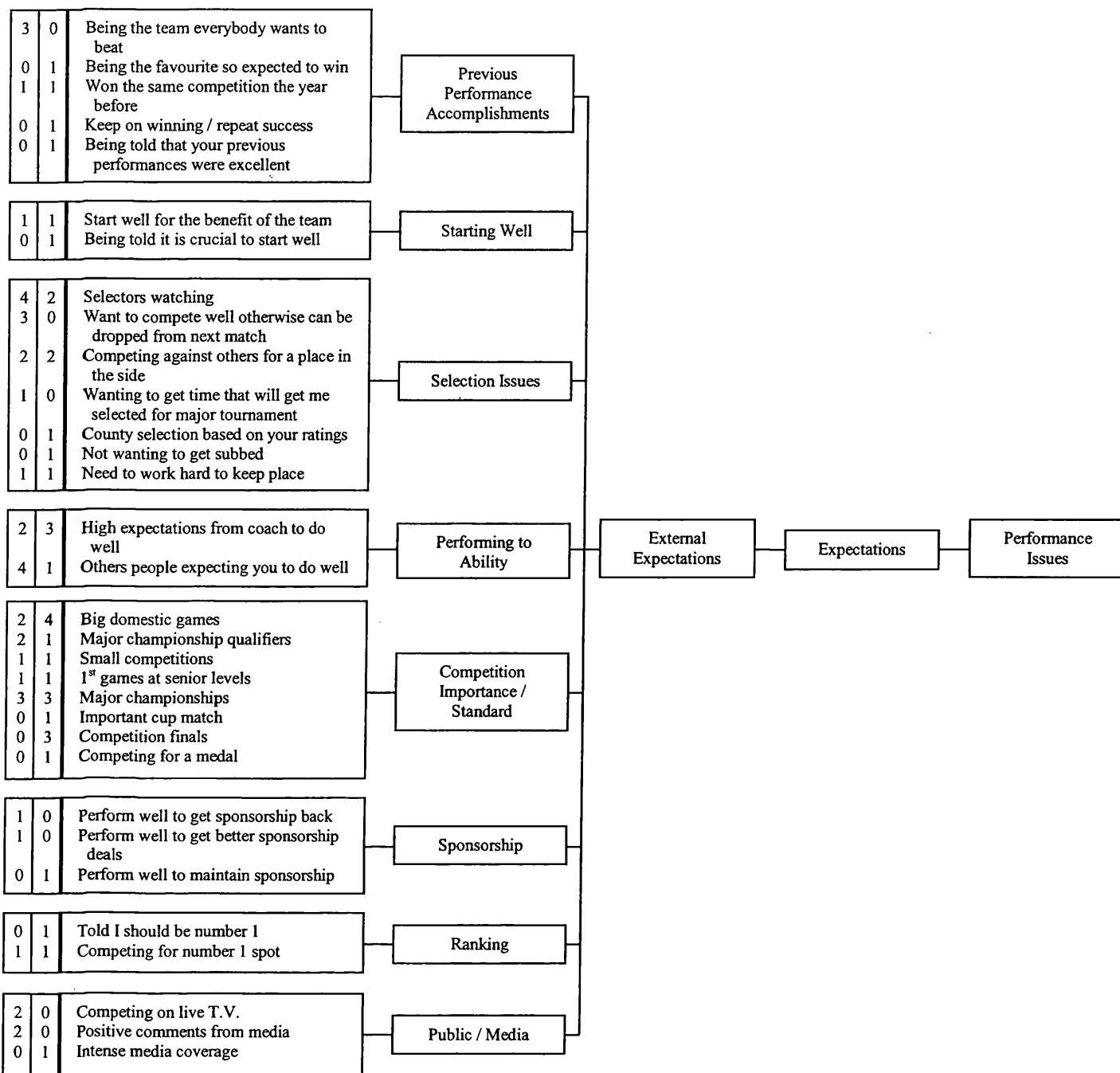


Figure 3.3.4 Performance stressors in sport performers: Expectations (continued)

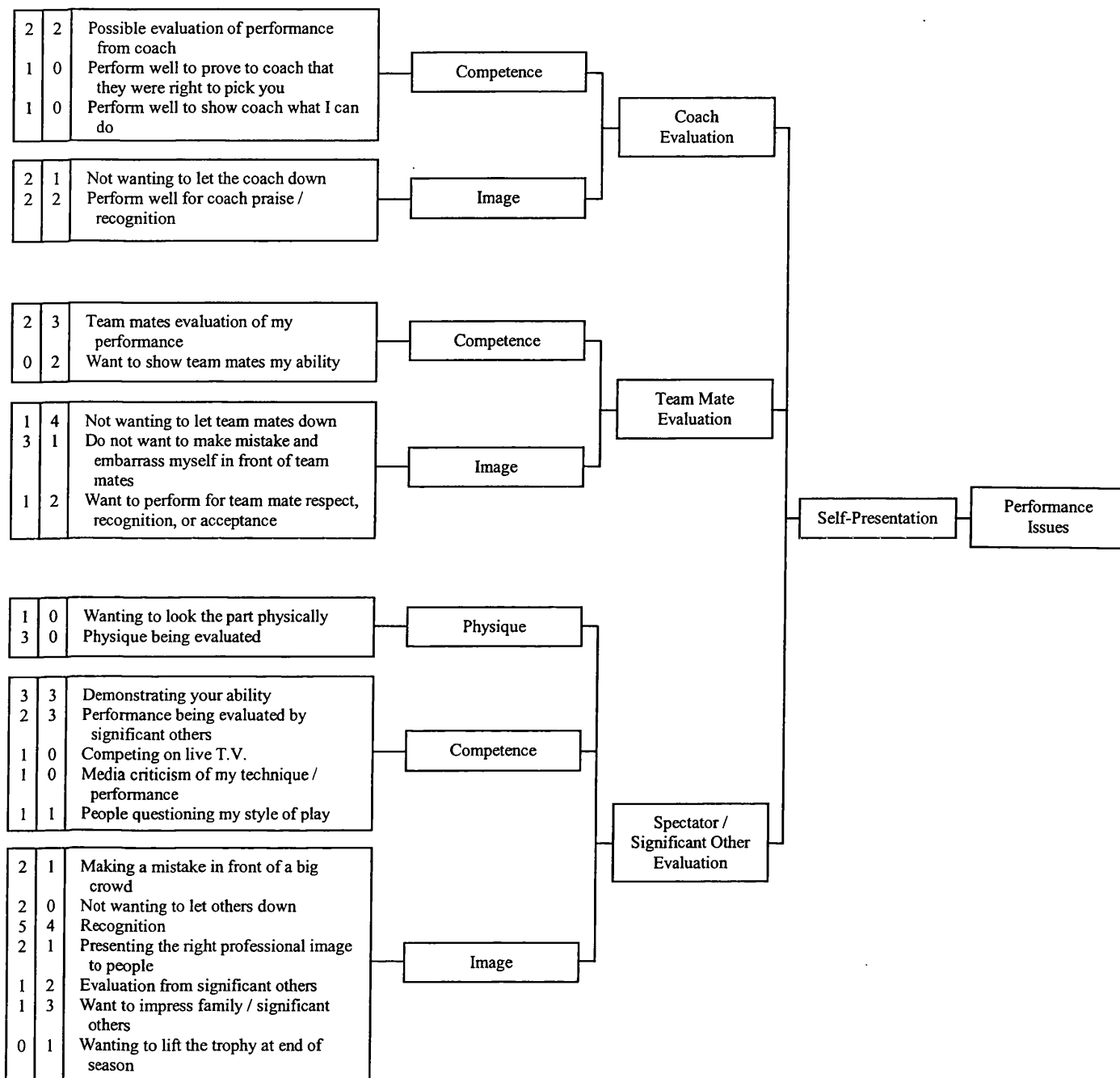


Figure 3.3.5 Performance stressors in sport performers: Self-presentation

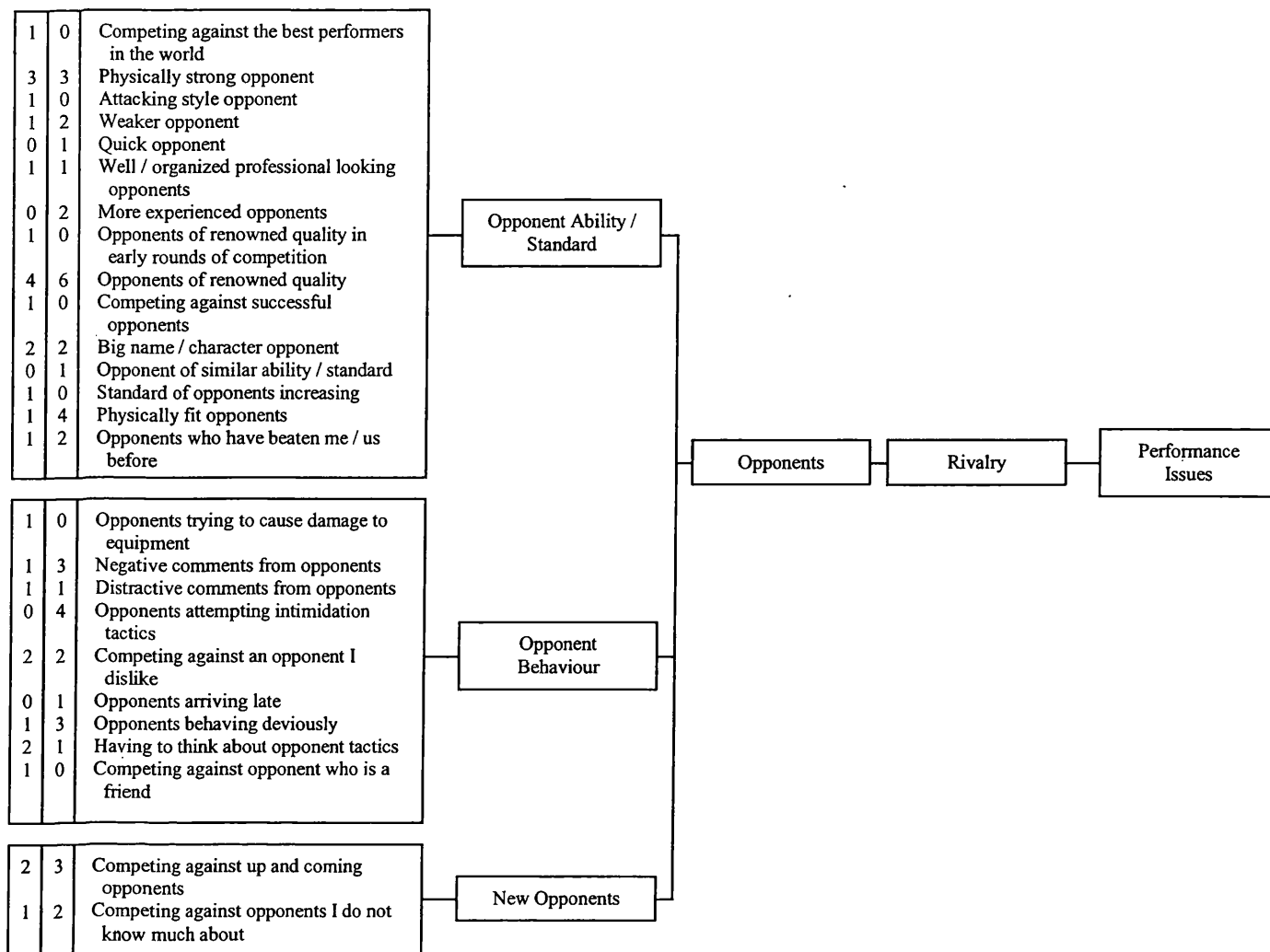


Figure 3.3.6 Performance stressors in sport performers: Rivalry

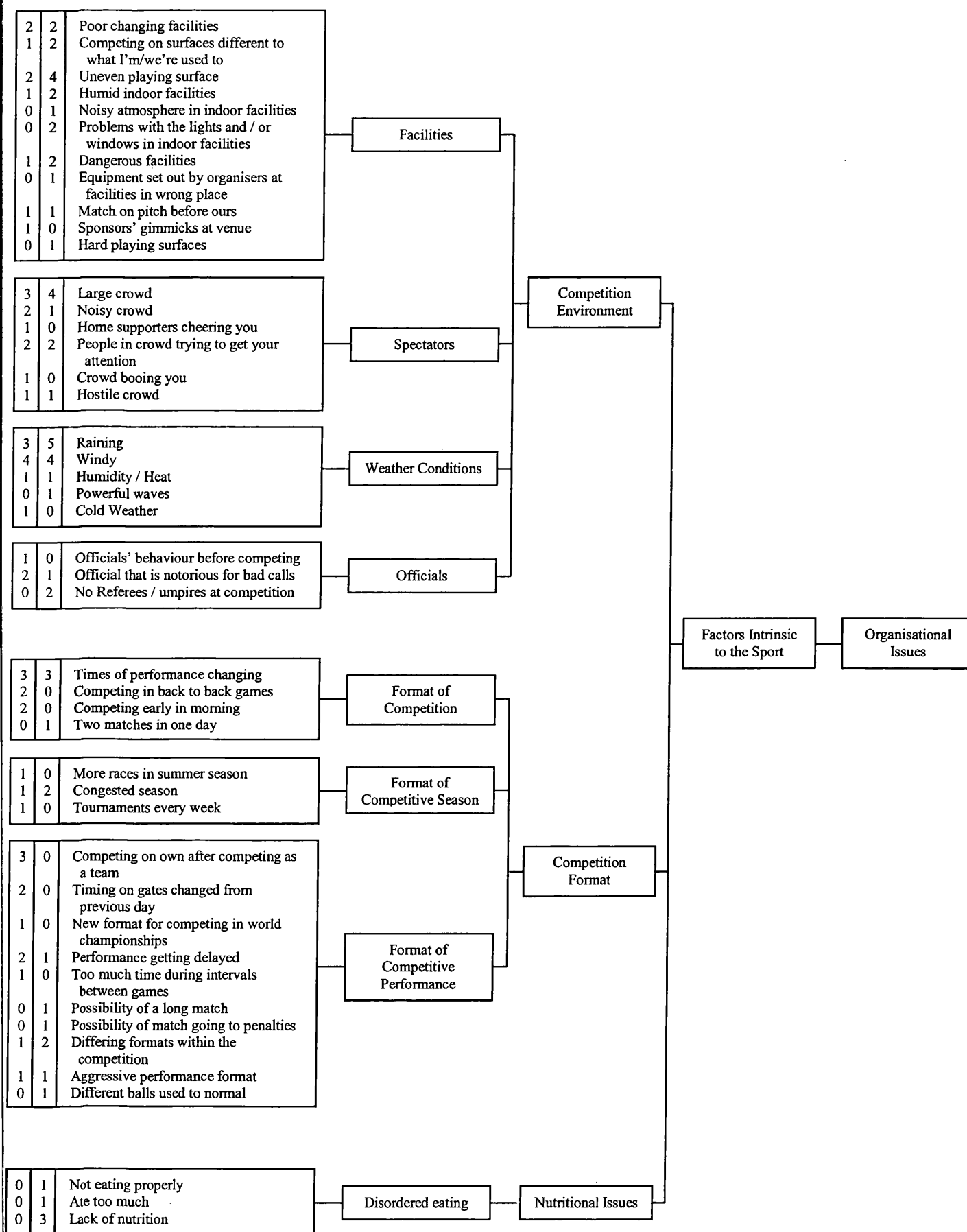


Figure 3.3.7 Organizational stressors in sport performers: Factors intrinsic to the sport

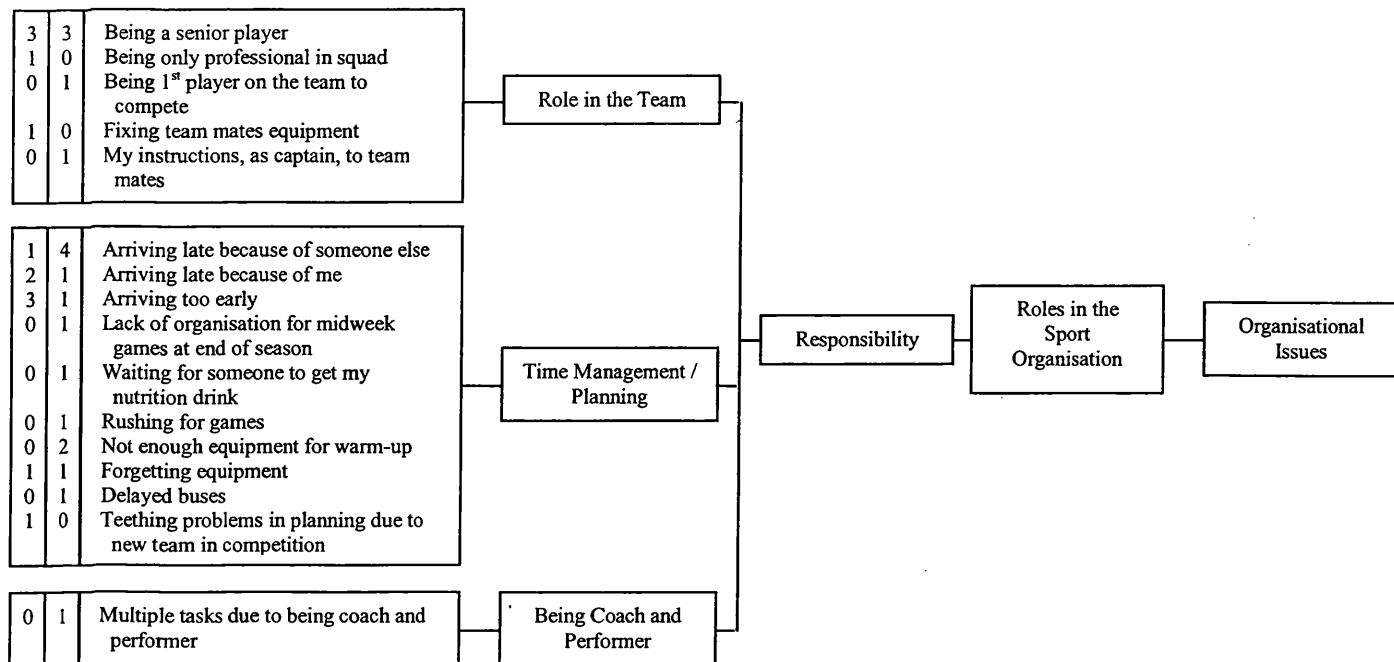


Figure 3.3.8 Organizational stressors in sport performers: Roles in the sport organization

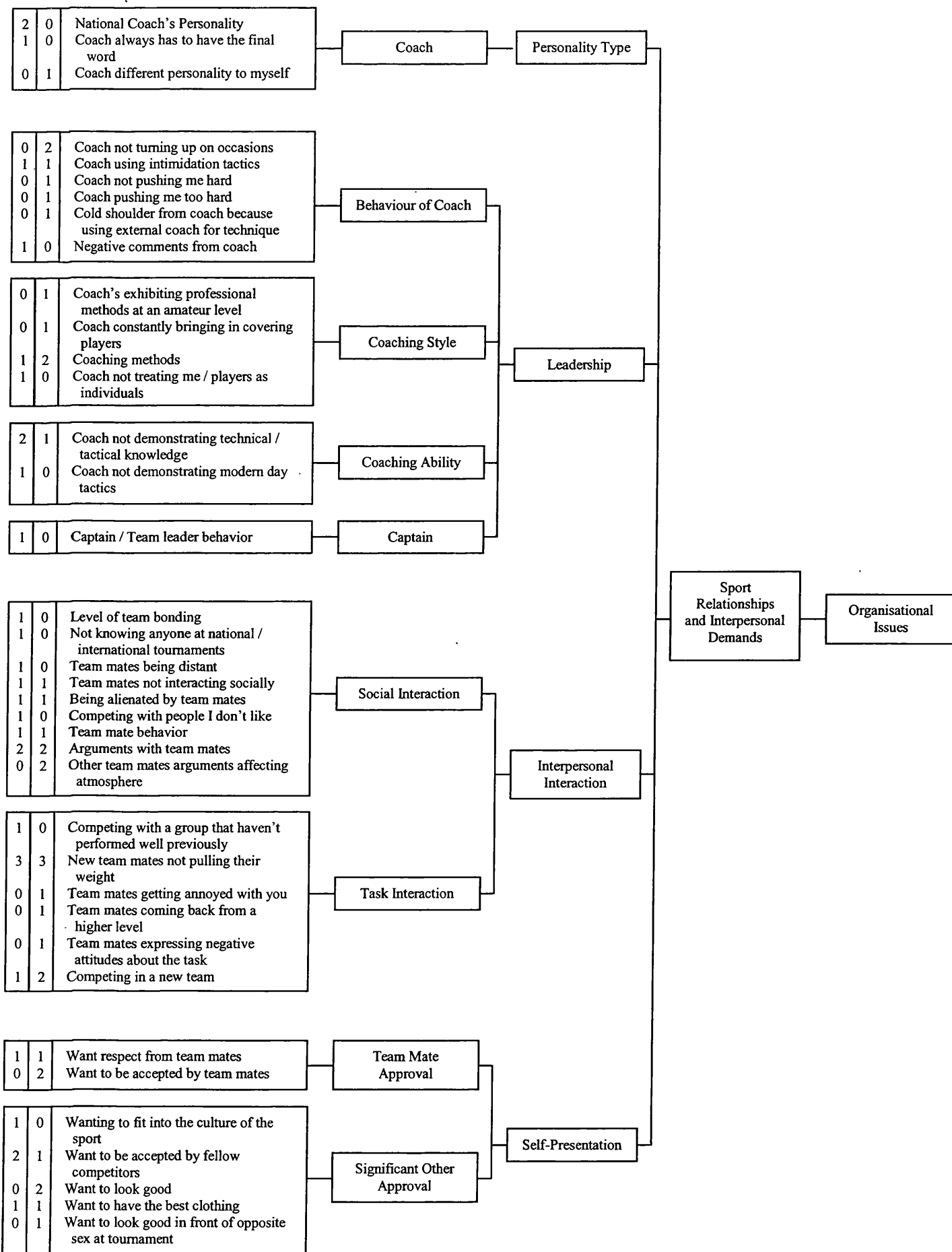


Figure 3.3.9 Organizational stressors in sport performers: Sport relationships and interpersonal demands

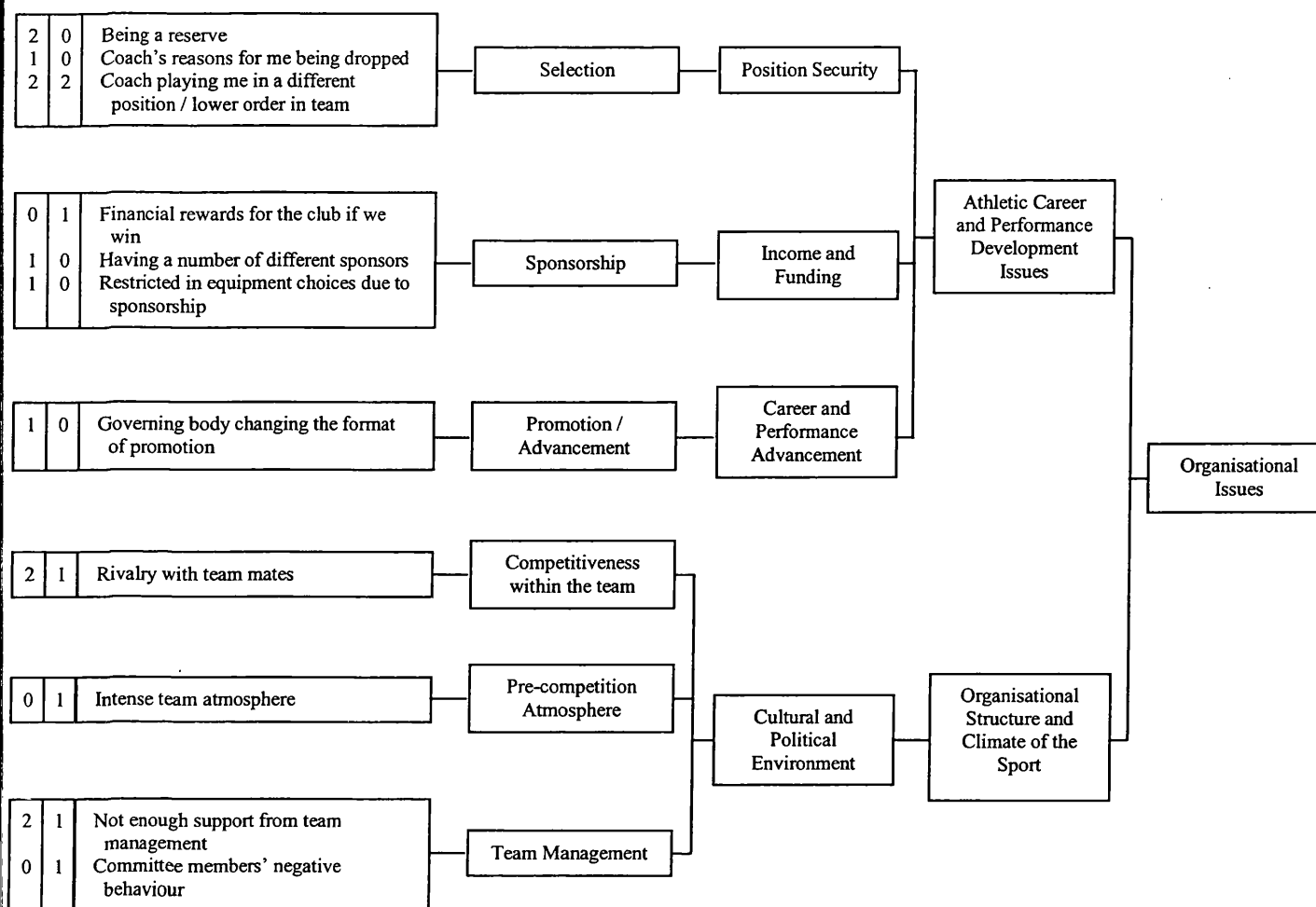


Figure 3.3.10 Organizational stressors in sport performers: Athletic career and performance development issues and Organizational structure and climate of the sport

The following narrative summarizes the framework presented in Figures 3.3.1 to 3.3.10 and includes findings reported largely in the form of “thick descriptive” quotes^{3,4}. This method was adopted to facilitate understanding and a feeling of empathy, on the part of the reader, for the context of the performers’ stress experience (Creswell, 1998; McKenna & Mutrie, 2003; Patton, 2002).

3.3.1 PERFORMANCE STRESSORS

The general dimension of performance stressors encompasses all of the demands directly pertaining to competitive performance (see Figures 3.3.1 to 3.3.6). The general categories within this dimension were: *Preparation*, *Injury*, *Expectations*, *Self-presentation*, and *Rivalry*.

Preparation was dichotomized into “physical”, “mental”, “technical”, and “tactical preparation”. The most frequently cited themes within these categories were “inadequate physical preparation” and “inappropriate technical preparation”. The importance placed on preparing sufficiently appears to be shared by both elite and nonelite performers. The emphasis on preparation is illustrated in the following quote from participant B:

You are quite weary sometimes if you haven’t got the information on the opponent, because you don’t know what kind of formation they are going to play and how they are going to play... and it does put you off a bit, because if you do know about them, you’ll go in and you prepare... you have all the analyses before hand... if you haven’t got that you do feel a little bare... you do not know what is going to happen.

The only higher order theme within the general category of *Injury* was “Risk of injury”, with “risk of injury due to the nature of the sport” and “risk of injury due to the opponents’ actions” the only cited lower order themes. The risk of obtaining an

^{3,4}Further quotes illustrating stressors are available from the author

injury was identified as an issue for many performers, especially when competing and currently carrying an injury (quote from participant I):

I hope they don't give me a lot of back hands, because that is what really hurts. The forehands I can hit all the day, but my back hand hurts just so much and I didn't play much for a while, but in the first match back, obviously I could still run, but I didn't do much, so I got pissed off because all I wanted to do was go and play tennis.

The general category of *Expectations* was broken down into "internal" (i.e., stressors that the performer places on his/herself) and "external expectations" (i.e., those placed onto the performer by an external source). The most frequently cited themes were "performing to ability", "competition importance/standard", and "selection issues". Expectations, whether internal or from external sources, are natural in competitive sport, as the following quote suggests from participant G:

...especially when it [the expectation] is from the whole team, 'Oh [name], you had a cracking game last week, do it again this week', and that is when it gets a little bit too much... because then you put too much pressure on yourself.

Higher order themes within *Self-presentation* were "coach evaluation", "team mate evaluation", and "spectator/significant other evaluation". The only cited lower order themes were related to the athlete's "physique", "competency", and "image" when performing. The importance placed upon the appearance of the athlete and the perceptions of other individuals is demonstrated by participant D in the following quote:

I thought it [self-presentation] was important, but this is because of the previous players that had done it, and you felt that that is the right thing to do.

I had a dickie-bow, I had my dress suite, my hair, I'd have to get my hair perfect, I'd get everything perfect... everything would have to be right... especially now the sport is on T.V. all the time.

Rivalry was dichotomized into the higher order category "opponents". Lower order themes were "new opponents", "opponent behavior", and "opponent ability/standard". Opponents are an inherent part of the competitive experience and were a regularly cited demand for all of the performers interviewed within this study.

This is evident in the following quote from participant E:

Yeah, there are good performers who you have marked, or when there are people that you know what they are like as well... that play for the bigger teams... that does play on your mind... you just know that they are going to be good.

3.3.2 ORGANISATIONAL STRESSORS

Factors intrinsic to the sport considered issues pertaining to the "competition environment", "competition format", along with "nutritional issues". The most frequently cited themes within these higher order categories were "facilities", "weather conditions", and "format of competitive performance". Issues pertaining to the environment, and the organization of that environment, in which performers prepare and then compete provide constant stressors for sport performers. Indeed, the following quote from participant F highlights the importance of maintaining a set timetable of competition:

Some races get postponed by a couple of hours and by the end of the day you have been practicing and you get into the zone from practicing. Half an hour later you are really looking forward to it and then it is postponed by like an

hour or two hours and your motivation is like ‘well I want to go home now’ and that has happened quite a few times.

The only higher order theme within *Roles in the sport organization* was “responsibility”. The most frequently cited lower order themes were “role in the team” and “time management/planning”. Effective planning to provide efficient preparation is fundamental for any sports performer, as is the role that performer actualizes within the structure of the team. The following quote from participant K identifies the demands that may be placed onto a performer due to the role that they may play:

Everybody looks up to the best player in the team. In badminton, the first player in the team goes on and plays singles first, that is how it works. So everybody is looking at you and watching that game. So if you win, everybody is going to get a motivation boost from that, if you lose, then everybody is going to be down on that. So I kind of felt pressure, but it was always a bonus for me though. I liked it, because I had the confidence that I would go on and win. I liked that pressure of everybody being there and looking to me to win all the time.

Sport relationships and interpersonal demands was dichotomized into the higher order categories of “personality type”, “leadership”, “interpersonal interaction”, and “self-presentation”. The most frequently cited lower order themes were “social interaction” and “task interaction”. The relationships between team members was perceived as a significant stressor for performers prior to competing. This is demonstrated in the following quote from participant B:

You do think about that [argument]... sometimes, if you’ve had an argument with one of your team mates... it is hard... you’ve got to try, if you are not

getting along with them, you've got to try and put it behind you and carry on, but it is sometimes hard to put it behind you and get on with it... especially if one of you can do it, but then the other person can't... you try and not let it get into the team situation, but it is difficult sometimes.

The higher order categories within *athletic career and performance development issues* were "position security", "income and funding", and "career and performance advancement". The most cited lower order theme was "selection". Although selection issues have been identified as performance stressors, these demands are based on the need to perform well to achieve or maintain selection. As an organizational stressor, selection refers to actually being relegated to the bench or competing in a different position to that of normal (quote from participant A):

I wasn't really up for doing it [competing], because I had to row in a really horrible position in the boat... I was like... 'I don't really want to do it'... but I had to do it in the end...

The only higher order theme within *Organizational structure and climate of the sport* was "cultural and political environment". The most frequently cited theme within this category was "team management". Although not often regarded as a stressor within this study, issues relating to the level of support from team management were highlighted in the following quote from participant B:

I mean, some teams look so organized sometimes... I mean we look organized, but some of them look so drilled and organized. I do think sometimes, why haven't we had the support that they have? We have physios, but they had physios, they had doctors, they had all these analysis people there. We didn't have any of that.

3.4 DISCUSSION

This study extends the research in competition stress by identifying and examining both the performance and organizational stressors experienced by elite and nonelite athletes within the competition environment (i.e., the preparation phase). Through the employment of a sample of participants from a variety of sports, a comprehensive framework is provided that highlights the potential stressors that may exist within the competition arena. Importantly, this framework shows that during the preparation phase (i.e., inside one hour prior to competition), performers not only encounter demands directly related to the upcoming performance, but also experience stressors pertinent to the organization. Within this period, researchers in competition stress have traditionally considered athletes' responses (i.e., emotions) to the upcoming performance alone (e.g., Jones & Hanton, 2001; Robazza & Bortoli, 2003). The findings presented here, however, suggest that when investigating stressors or measuring responses within the competition environment, researchers should also consider performers' reactions to organizational issues.

As a secondary purpose, a comparative quantitative analysis was conducted of the frequency of reported stressors between elite and nonelite performers. This examination was appropriate as no previous study had considered the sole stressors of nonelite performers (see Fletcher & Hanton, 2003; Hanton et al., 2005). The findings showed that the total occurrence of performance and organizational stressors were similar between the two skill level groups. By examining the frequencies more closely, even though some stressors were encountered by both elite and nonelite performers, it is evident that many stressors are unique to each skill level group. For example, nutritional issues and a rushed or shortened warm-up were highlighted only by nonelite performers, whereas not having enough information about opponents, not

preparing on the competition facility, and factors related to the technical set-up of the performance equipment were unique to the elite sample. These differences demonstrate that practitioners need to be aware of the unique demands that each performer may experience, and not accept that the same stressors will be encountered at every competitive level.

Further differences exist between the skill level groups along with variation between participants within these groups^{3,5}. More specifically, the analysis highlights demands that are indicative of both the sport organisation and/or playing position, thus accentuating the unique experiences of performers within their respective competitive environment. For example, at the elite level, only the Rugby professional (i.e., participant E) highlighted the 'governing body changing the format of promotion' as a possible stressor, whereas 'instructions to limit the opponents influence' was relevant for participant B alone (i.e., Hockey Performer). In addition, the nonelite surf-lifesaver (participant H) was the only individual to identify 'powerful waves' and 'equipment set out by organisers at facilities in wrong place'.

The findings also demonstrate the stressors that are commonly encountered by sport performers. These include 'competing while injured', 'watching other competitors', 'needing to perform well', 'large crowds', times of performance changing', and various weather conditions. The comprehensive framework provided in this study compliments that offered by Fletcher and Hanton (2003) and Hanton et al. (2005) by recognizing that both performance and organisational demands are prominent features of performers' lives in the lead up to competition. Indeed, similar stressors are evident within this study as those reported by the participants interviewed by Fletcher and Hanton (2003) and Hanton et al. (2005). However, the elite and nonelite performers employed in this investigation identified more

^{3,5}Idiographic Frameworks unique to each participant are available from the corresponding author

performance stressors than those emanating from the organization, findings that are contradictory to those observed by Hanton et al. (2005). This inconsistency may, however, be explained by the different temporal periods examined within each study's method. Specifically, Hanton and associates considered the demands faced by performers within a general context, while this study has focused solely on the competition environment. It is, therefore, possible that outside of the competition arena the performer will encounter more organization stressors than those directly related to the upcoming performance

The identification of the demands endured by performers is crucial in the understanding of competition stress as it provides insight into the factors that instigate cognitive, emotional, and behavioural responses which, consequently, influence performance (Mellalieu et al., 2006). It is, therefore, important to consider how individuals respond in relation to the stressors experienced prior to competition. Specifically, this can be achieved by acknowledging the transactional perspective advocated by Lazarus (1991a; Lazarus & Folkman, 1984) and the notion of emotional orientation (Fletcher & Fletcher, 2005; Fletcher et al., 2006), where the conjoining of both environmental demands and personal characteristics to generate cognitive-evaluative reactions and ascribe meaning to an encounter and subsequent emotions are considered.

What worries you, masters you.

Haddeon W. Robinson

CHAPTER IV

COMPETITION STRESS IN SPORT PERFORMERS II: COGNITIVE, EMOTIONAL, AND BEHAVIOURAL RESPONSES TO STRESSORS

4.1 INTRODUCTION

The initial findings of this thesis have identified a comprehensive framework that highlights the wide range of stressors experienced by sport performers within the competition environment, emanating from both performance and organizational sources. In accordance with the transactional model of stress, the underlying cognitive processes that determine the response to these stressors now require attention. To date, no study has employed such a broad framework of demands to examine the subsequent cognitive, emotional, and behavioural responses of performers. Therefore, it is necessary to identify how individuals' appraise and cope with these stressors and why they utilise such strategies in relation to their environment. If we revisit the example of the tennis player and his/her efforts to manage the demands faced during competition (i.e., section 2.3.3), it is important to initially establish why he or she became anxious and, consequently, suffered a performance decrement. It is then pertinent to investigate what the performer did during the interval between games to change their appraisals, cope with the situation, reduce their level of anxiety symptoms, and perform more effectively. Discerning the evaluative process of the person when interacting with the environment, therefore, provides insight into the meaning that is ascribed by the person during and after the encounter (See Lazarus, 1990, 1991a; Lazarus & Folkman, 1984).

When investigating competition stress through a transactional perspective, researchers also need to consider the notion of emotional orientation (Fletcher &

Fletcher, 2005; Fletcher et al., 2006). Specifically, *how* and *why* emotions are interpreted as facilitative or debilitating in relation to performance and, also, their subsequent effect on performance. This sentiment is emphasised by the abundance of research that has distinguished between the intensity and direction of anxiety symptoms (e.g., Hanton & Jones, 1997; Jones et al., 1994; Jones et al., 1996; Perry & Williams, 1998) and other salient emotions (e.g., Robazza & Bortoli, 2003; Robazza et al., 2004; Robazza et al., 2002; Ruiz & Hanin, 2004). Indeed, the findings of these studies indicate that the interpretation of the emotional response *with respect to upcoming performance* is a more sensitive variable in distinguishing between group differences when compared solely with the intensity of the response (Jones & Hanton, 2001; Mellalieu, Hanton, & Jones, 2003; Swain & Jones, 1996). Reverting once more to the hypothetical example of the tennis player and considering emotional orientation, the performer may, during the interval, have further appraised his/her anxiety symptoms by rationalizing that this emotional state is necessary to perform well and, consequently, the anxiety symptoms experienced may not have been viewed as negatively affecting performance.

In conclusion, the adoption of a transaction perspective that considers the relationships between the components involved in the competition stress process, including stressors, appraisals, emotions, further appraisals, and behavioural outcomes, offers a more penetrating insight into the stress experiences of performers. This allows practitioners to more effectively tailor interventions to specific elements of this process in order to better meet the needs of the client. For example, where appropriate, the focus of the intervention could be aimed at helping the performer eliminate or cope with the stressors encountered in the competition environment, creating more realistic and effective appraisals of the experience of these stressors,

reducing the intensity of subsequent emotions, or/and restructuring the interpretation of emotions with respect to their upcoming performance.

4.2 STUDY 2: PURPOSE OF THE STUDY

The initial findings of this thesis have firmly established the need to adopt a qualitative approach to further identify the nature of the experience of competition stress within performers. Specifically, in order to explore stress as a transaction, which encompasses the notion of emotional orientation, the use of interview techniques are advantageous. To explain, through discourse, the stressors from study 1 can be verified and elaborated on to give further insight into: how these demands are evaluated; why certain emotions are then experienced; what appraisals are given as a response to these emotions; and, the subsequent behaviours.

4.3 METHODOLOGY

4.3.1 DESIGN

For the purposes of this study follow-up interviews were conducted with the sports performers sampled in study one (see section 3.3.2). The purpose of this method was to maximise the benefits of *prolonged engagement*. Specifically, Lincoln and Guba (1985) acknowledged that through investing sufficient time with the participants, the trustworthiness of the data increases through greater familiarisation and researcher-participant confidence. Adhering to similar procedures to those adopted in Study 1, the interviews were transcribed and analysed in order to identify the performers' cognitive, emotional, and behavioural responses to the stressors identified in the first study.

4.3.2 PROCEDURE

4.3.2.1 INTERVIEW GUIDES

Twelve interview guides were developed that were tailored to each individual participant (see Appendices 7 to 18). This involved each performer being questioned about the unique stressors that they had identified in Study 1. Although the stressors differed for each participant, the questions remained consistent and adhered to the literature that had examined emotional responses to competition in sport. That is, alongside the cognitive, physical, and behavioural responses to the stressor(s), the interview guides attempted to identify: the emotions that the performers felt (Cerin et al., 2000); why these emotions were felt (Lazarus, 1991a); how these emotions were interpreted (i.e., positive or negative) with regards to upcoming performance (Mellalieu et al., 2006), and why.

A pilot study of the interview guide was conducted with the same performers as used in study 1 (see section 3.2.2.3). The purpose of these interviews was to ensure the guide covered all the aforementioned issues and allowed the researchers to further practice and refine their interview skills and techniques. Once the narrative had been transcribed and reflected upon, it was decided that additional probes should be included to illuminate the explanations for facilitative or debilitative interpretations of felt emotions.

4.3.2.2 INTERVIEW PROTOCOL

All interviews were performed face to face, tape recorded, and were between one and one and a half hours in duration. Each interview was conducted within the time frame of the competitive season (see Edwards et al., 2002), took place away from the competitive environment in order to minimize bias (see DeLongis, Lazarus,

& Folkman, 1988), and was completed, on average, six months after the initial interview (i.e., in study one).

The semi-structured format adopted for the interview guide enabled each individual to be led through an identical set of questions that were asked in a similar manner. However, the structure of the guide was sufficiently open and flexible to enable the interviewer to probe the athlete's responses to a combination of stressors when the opportunity arose. As in Study 1, clarification (e.g., "I'm not entirely sure what you mean, could you please go over that again?"), elaboration (e.g., "Could you please explain that in more detail?"), and general (e.g., "What effect did that have?") probes were used to investigate issues in greater depth (see Patton, 2002).

4.3.3 DATA ANALYSIS

The tapes from the interviews were transcribed yielding 408 pages of text. The transcribed interviews were then formatted for analysis in the QSR N5 (2000), the fifth version of the Non-numerical Unstructured Data Indexing Searching and Theorizing (NUD*IST) software for qualitative data analysis. Due to the nature of the interview guide, data was then analysed through a deductive content analysis. Specifically, the stressors were used as the foundation for the set questions in the interview guide. The cognitive, emotional, and behavioural responses were then matched to each of, or a combination of, these stressors. Within the content analysis, the actual verbatim descriptions used by each participant to elicit these factors were included. These were incorporated to further the understanding of the processes by which a stressor(s) instigated the response.

4.3.3.1 VERIFICATION AND TRUSTWORTHINESS

For the purpose of maintaining trustworthiness, a reflexive journal was kept throughout the data collection and analysis process to ensure that personal experiences or beliefs were not unduly biasing the author's view of the data (see Appendix 19). For verification, two investigators performed an audit check during the data analysis (see Wolfenden & Holt, 2005). This entailed the output produced for each participant being reviewed and scrutinized with reference to the corresponding interview transcript. Specifically, each investigator assessed whether or not they agreed with the categorising decisions. Instances where the two investigators queried the analytic decisions of the author, a process of advocacy and discussion was undertaken (i.e., all researchers discussed their interpretations) until all issues were settled and a final representation of the results was agreed upon (cf. Wolfenden & Holt, 2005).

A further investigator, independent to the research team that conducted the preliminary analysis (i.e., the author and two supervisors), was approached to verify the overall process. All interview transcripts and the reflexive journal kept by the author were also presented so that the investigator could have an understanding of the origins of the findings and question or raise concern about any of the researchers' interpretations or inferences made through the analysis (Creswell, 1998). In order to obtain another outlook on the data, a different sport psychologist from the one used in study one served as the independent researcher (see Mellalieu & Juniper, 2006). The investigator, trained in qualitative interview methods and versed in the competitive stress literature, was invited to raise any comments, concerns, or queries regarding the analysis. These were then acknowledged, clarified or changed as deemed appropriate.

4.4 RESULTS

The results derived from the data analysis highlighted a variety of cognitive, emotional, and behavioural responses to a number of different stressors. The following narrative includes some of these findings reported largely in the form of “thick descriptive” quotes to facilitate both understanding and empathy, on the part of the reader, for the performers’ stress experience (see Creswell, 1998; Driediger et al., 2006; McKenna & Mutrie, 2003; Patton, 2002; Smith & Sparkes, 2005). Due to the large number of examples given by each performer, a selection of the described encounters is demonstrated (see Appendix 20 for more examples). Specifically, responses to single and multiple performance stressors, single and multiple organizational stressors, and organizational and performance stressors experienced simultaneously, that led to either positive or negative behaviour(s), are reported through a narrative and in a single case causal network (adapted from Miles & Huberman, 1994). The presented networks (see Figure 4.4.1) give details of: the stressors encountered in the situation described by the performer; the initial appraisals (i.e., cognitions); the subsequent feeling states (i.e., emotions); explanations for these feeling states (i.e., why the performer felt these emotions); the orientation of these feeling states (i.e., the further appraisals once the emotion has been experienced); the perceived underlying mechanisms (i.e., the explanations for why the emotion is interpreted as either good or bad for upcoming performance); how long and/or often the emotions are felt (i.e., frequency and duration); the eventual behavioural outcome (i.e., how the performer behaved during competition); and, where given, the physical symptoms experienced.

4.4.1 RESPONSES TO SINGLE STRESSORS

During the interview the participants identified different situations where either single stressors were encountered or where multiple stressors were experienced simultaneously. The following section focuses on the instances where performers faced one demand.

4.4.1.1 PERFORMANCE STRESSORS

The performers identified a variety of stressors which were reported to result in either negative or positive behavioural responses. From the examples given (see Figure 4.4.2), it is evident that the initial cognitions and feelings reported by participants were negatively termed within both cases. The 'perceived underlying mechanisms' highlight the explanations that underpin the performer's facilitative or debilitating interpretation of these symptoms with regards to upcoming performance. These narratives are then related to the performer's account of their behaviour either prior to or during the initial performance.

Where the feelings were interpreted as negative towards the upcoming performance (Figure 4.4.2, Example 1; Participant A), the initial cognitions about receiving too much information from the coaches were associated with information overload and, subsequently, confusion about the performer's role during competition. These were reported to instigate feelings of worry and anxiety which were frequently experienced after the team talk and during the warm-up, and were interpreted as negative due to the uncertainty of what was expected of the performer. The negative interpretation of such feelings resulted in the continuation of these feelings into the performance which, consequently, initiated more cautious behaviour while competing.

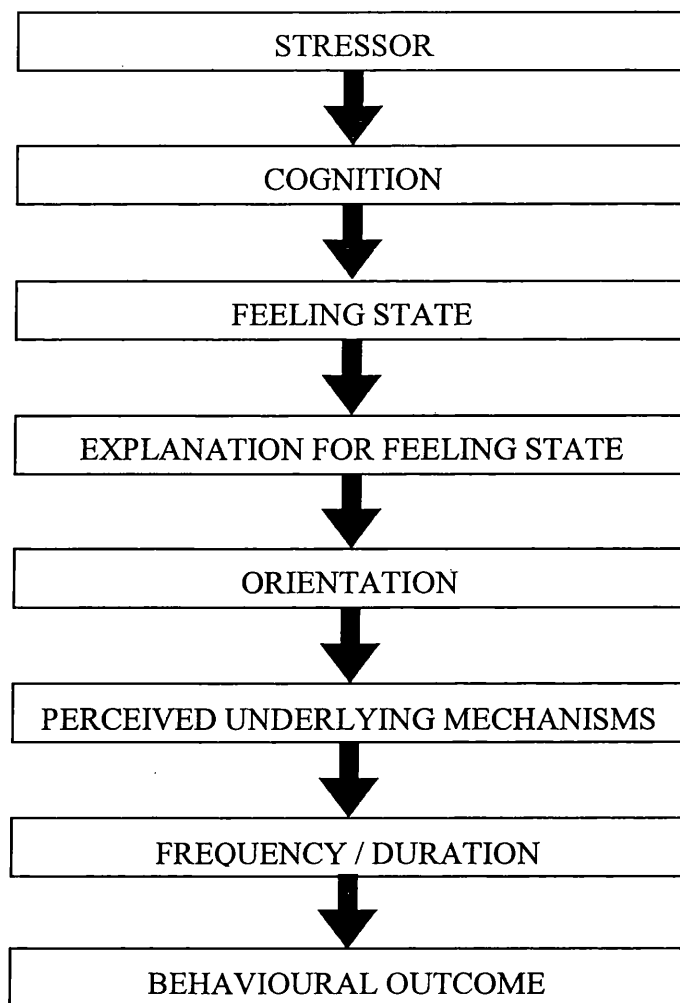


Figure 4.4.1 Example of single case network for Study 2

For the performer who experienced cognitions relating to competing poorly in previous matches, the negative feelings experienced were interpreted as positive to upcoming performance (Figure 4.4.2, Example 2; Participant C). This was suggested to be due to a restructuring process whereby, although the athlete was nervous and worried about making mistakes or performing at a high level, the participant used imagery to alter the visual description of previously poor skill executions into an accomplishment that was perceived to be beneficial to confidence. This process was linked to the athletes' behaviour prior to performance in that it was reported to induce an increased task focus.

4.4.1.2 ORGANISATIONAL STRESSORS

These cases (Figure 4.4.3) highlight the responses to the organizational stressors “competing in front of a large home crowd” and “arguments within the team”. The performer who identified the home crowd as a stressor related the context to evaluative concerns, whereby the cognitions were associated with the consequences of competing well in front of the home audience (see Example 1; Participant B). Indeed, the athlete’s nerves were reported to be due to a result of hoping that people would appraise the performance positively. This nervousness experienced was interpreted as facilitative in relation to upcoming performance due to an increase in motivation and, subsequently, effort during the task.

Where a negative interpretation of the participant’s feeling state was observed and, consequently, performance was hindered, the athlete acknowledged a disagreement between team mates as the origin of the anxiety and worry symptoms felt (see Example 2; Participant B). Here, the performer stated that the argument caused a distraction along with cognitions, and feelings, of worry and anxiety, that were related to the uncertainty about whether the distraction would affect the interaction of the team during the upcoming performance. These symptoms were suggested to be interpreted as debilitating because the argument was not dealt with prior to the performance and the emotions and thoughts associated with this stressor were then reported to distract the athlete during competition.

4.4.2 RESPONSES TO MULTIPLE STRESSORS

On many occasions, the athletes discussed situations where only one stressor was experienced or deemed relevant prior to their performances. However, examples were also given where a number of stressors were encountered simultaneously. Specifically, cases are demonstrated where more than one performance stressor, more

than one organizational stressor, or where a performance and organizational stressor was experienced. The following quote by Participant K highlights the importance of identifying all the stressors that are reported by performers prior to competing:

You need two or three of them to become like an issue. If there is one of them on their own then you may think about it and then it may disappear and it may not be a problem, but if they start to build up, and obviously a huge factor of that is being late, then it would become a big issue.

4.4.2.1 MULTIPLE PERFORMANCE STRESSORS

The examples given in Figure 4.4.4 again highlight cases where both positive and negative interpretations of responses to stressors were reported. Where symptoms were viewed as facilitative (Example 1; Participant E), the stressors encountered were suggested to be due to poor previous performances and the need to 'perform well' to maintain selection. The performer's cognitions within this context were associated with a more relaxed and comfortable state when the position in the team was perceived as being safe. In order to maintain selection, the athlete then emphasized the need to perform well on a regular basis. The desire to consistently demonstrate competency in front of others was associated with feelings of worry due to the possibility that further poor performances would result in the athlete not being selected for future matches, thus giving another team member a chance. These cognitions and feelings, interpreted as facilitative, were reported to increase the athlete's motivation and effort during performance.

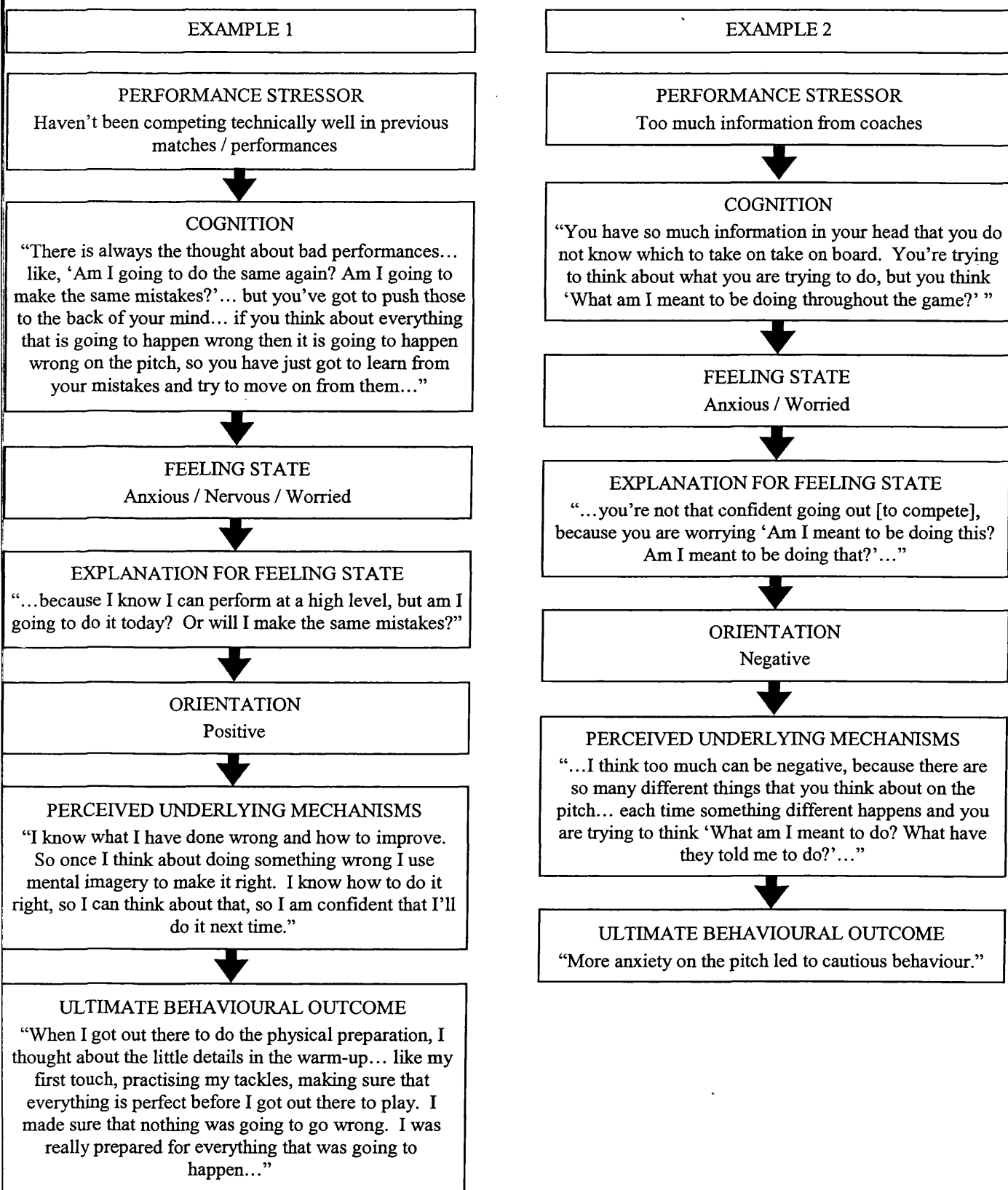


Figure 4.4.2 Responses to performance stressors

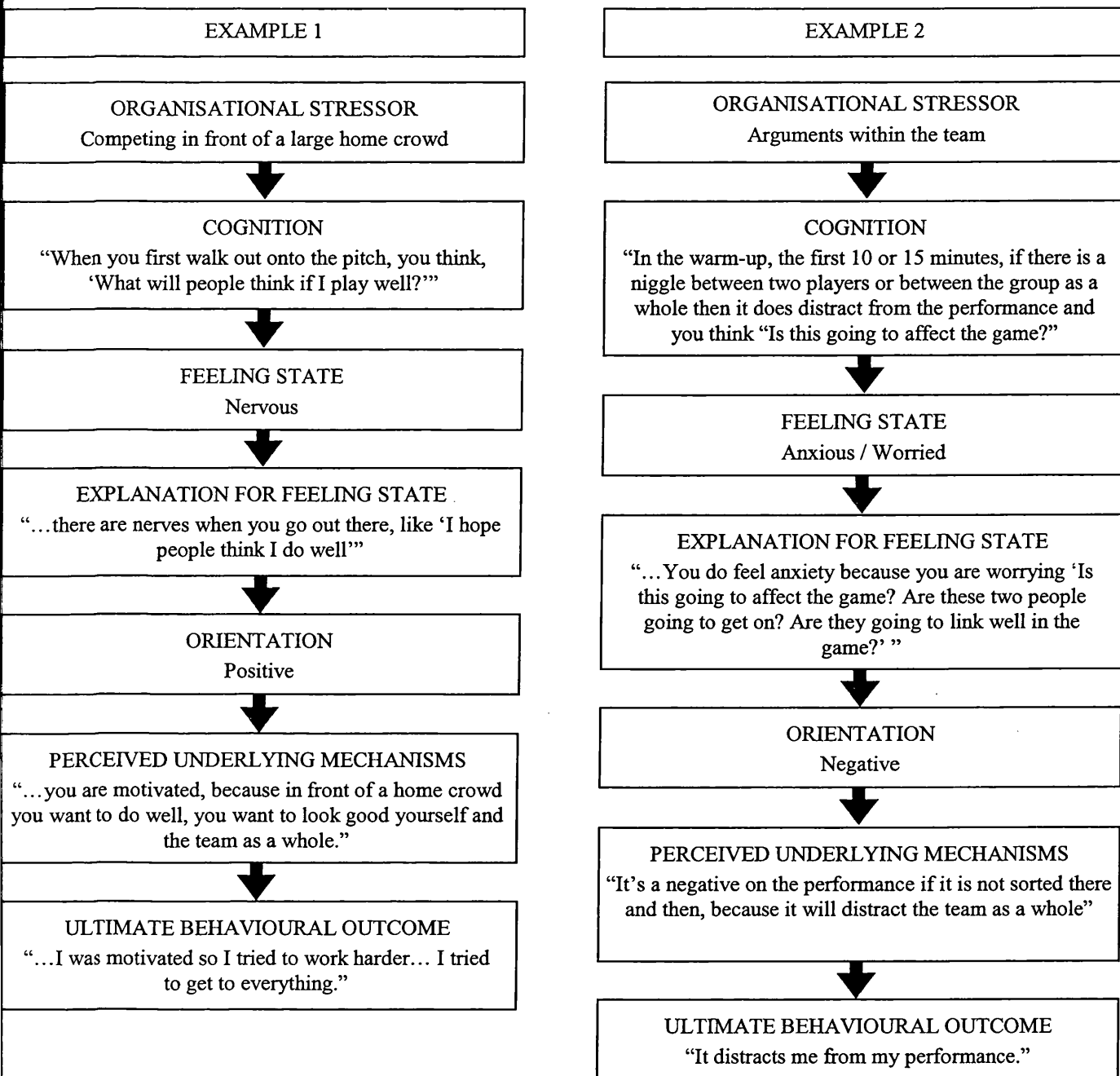


Figure 4.4.3 Responses to organisational stressors

The stressors experienced by the performer in the second case were defending the World Championship and competing against the only qualifying opponent capable of causing an upset (see Figure 4.4.4, Example 2; Participant D). In this situation, the performer reported feeling nervous and worried because of thoughts related to defending the title and the possibility of losing to the opponent. Such feelings, experienced throughout the hour prior to competition, were interpreted as debilitating towards the upcoming performance due to an inability to “mentally settle down”. Consequently, the athlete suggested he had no consistency in his performance.

4.4.2.2 MULTIPLE ORGANISATIONAL STRESSORS

The first case presented in Figure 4.4.5 highlights the responses of a performer (i.e., participant B) to the organizational stressors of competing in back-to-back games in humid weather. The cognitions of this athlete were associated with lasting the entire performance. These thoughts, along with further reflection on whether the athlete would be able to compete at a required level and would not dehydrate, were reported to cause feelings of anxiety. The anxious symptoms experienced by the performer were interpreted as facilitative due to a subsequent increase in motivation, focus, and effort.

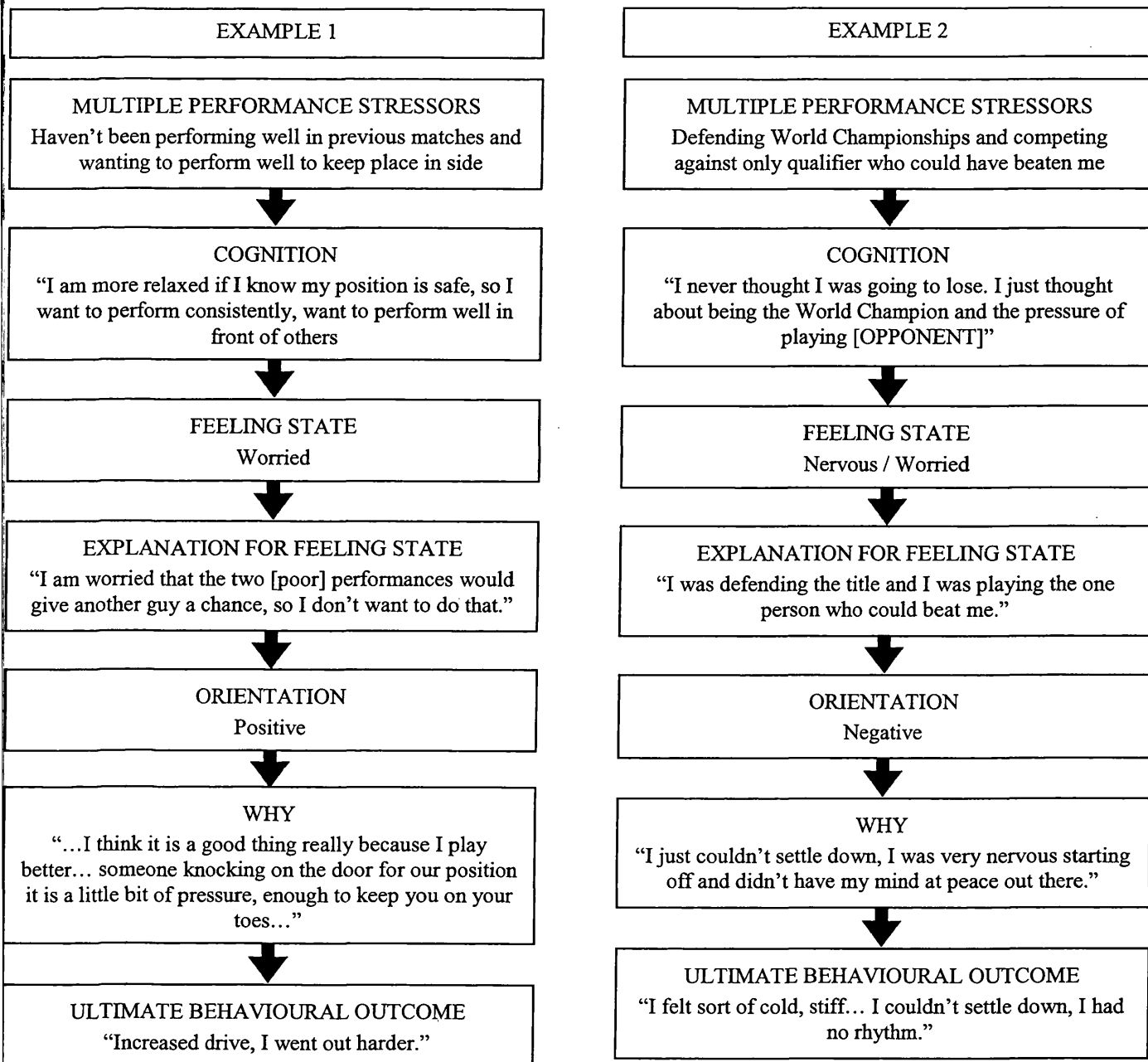


Figure 4.4.4 Responses to multiple performance stressors

The second example in Figure 4.4.5 reports the experience of a performer (i.e., Participant K) in a situation where he had arrived too early to the competition venue, had to compete in front of a big crowd, and had already broken a racket (thus affecting his usual quota of rackets). The athlete identifies the build up of the stressors to magnify the amount of time spent thinking about those demands. Along with thoughts related to performing well in front of the audience, the cognitions associated with the broken racket and the increased amount of time available to think were suggested to cause nervousness and feelings of worry. These symptoms were experienced throughout preparation, coincided with elevated arousal, and were interpreted as debilitating. The explanation for this interpretation was that the athlete pushed himself too far “over the edge” and, consequently, performed poorly.

4.4.2.3 PERFORMANCE AND ORGANISATIONAL STRESSORS

The first case (Figure 4.4.6, Example 1; Participant E) illustrates a situation where the athlete had to play in front of a large crowd and executed a certain technique poorly in a previous performance. The cognitions of this performer were associated with making mistakes in front of the crowd and the possibility that the opposition may attempt to focus their behaviour on the skill that the athlete previously had problems with. These thoughts were reported to cause anxiety for the performer, which was interpreted as facilitative towards performance due to a further appraisal. Specifically, the athlete acknowledged that a certain amount of pressure, which the cognitions and anxiety instigated, would be beneficial for performance as it made him/her want to perform well. Indeed, this motivation coincided with an increase in concentration during performance.

The second example shows a performer's responses to facing a high quality opponent and not getting enough practice time on the competition facility (i.e.,

Participant D). When experiencing these stressors, the athlete's thoughts were related to losing and a lack of practice. Although the athlete was angry because he/she felt a loss of security due to the organization stressor, this additional demand to that already being experienced (i.e., opponent ability) brought the feelings of fear and nervousness to the surface. Such symptoms were interpreted as being debilitating for the upcoming performance because the level of the nervousness that the athlete was experiencing was critically high. Indeed, when performing the athlete reported being flustered and started focusing away from the competition, directing his attention on minor issues that included his clothing and physical appearance.

4.5 DISCUSSION

Recent investigations into competition stress have embraced the transactional perspective proposed by Lazarus (1991a; Lazarus & Folkman, 1984) and adopted qualitative research designs in an attempt to illuminate the appraisals and coping strategies of performers when encountering different stressors within the competition environment (e.g., Anshel & Delany, 2001; Anshel et al., 2001; Dugdale et al., 2002; Holt & Hogg, 2002; Nicholls et al., 2005; Nicholls et al., 2006; Tenenbaum et al., 2003). The purpose of the present study was to further this body of research by considering the initial appraisals of performers to the stressors experienced (through incorporating a newly developed framework of competition demands), the subsequent emotional reactions, the orientation of these emotions with respect to upcoming performance, and the resultant behavioural response. Through the use of interviews, this investigation has provided an insight into the transaction of the athlete with their environment (i.e., the competition arena), with particular emphasis on the relationship between their emotions, emotional orientation, and subsequent behaviour.

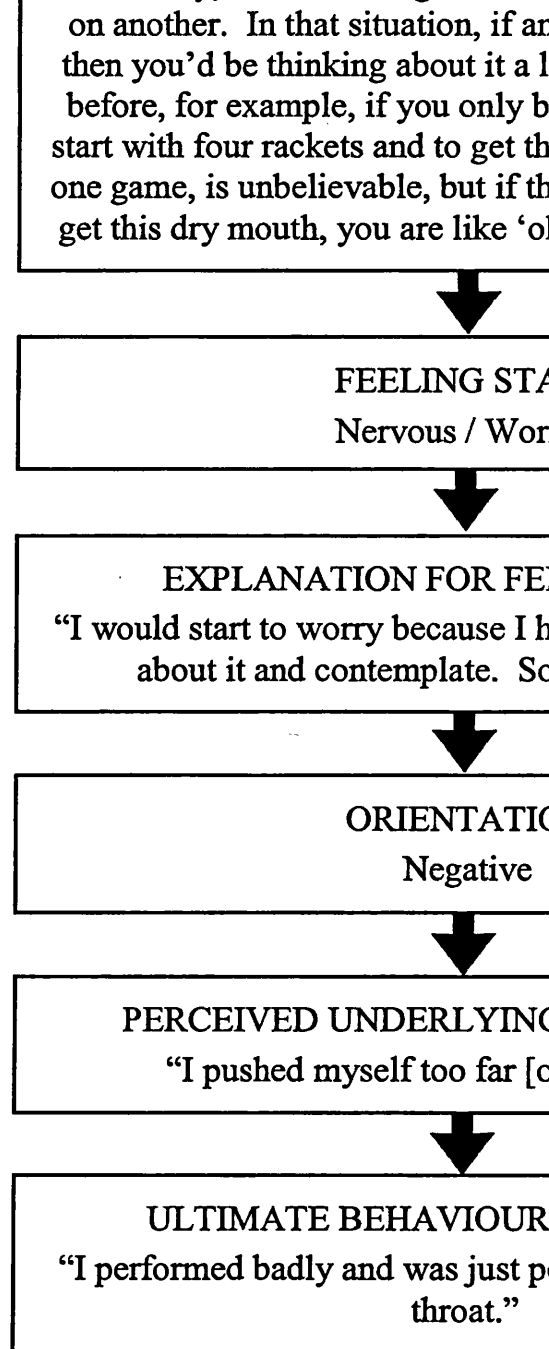
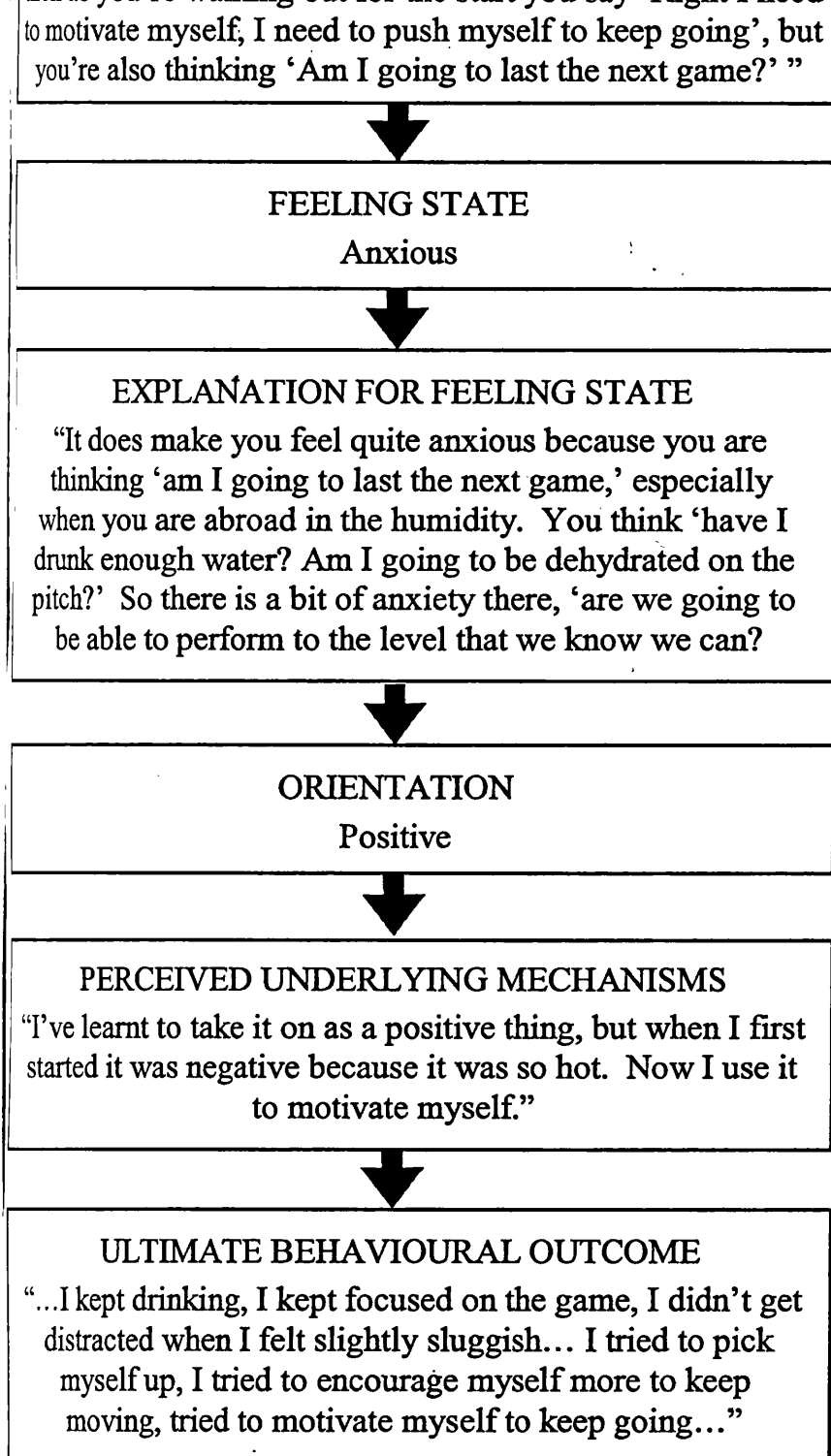


Figure 4.4.5 Responses to multiple organisational stressors

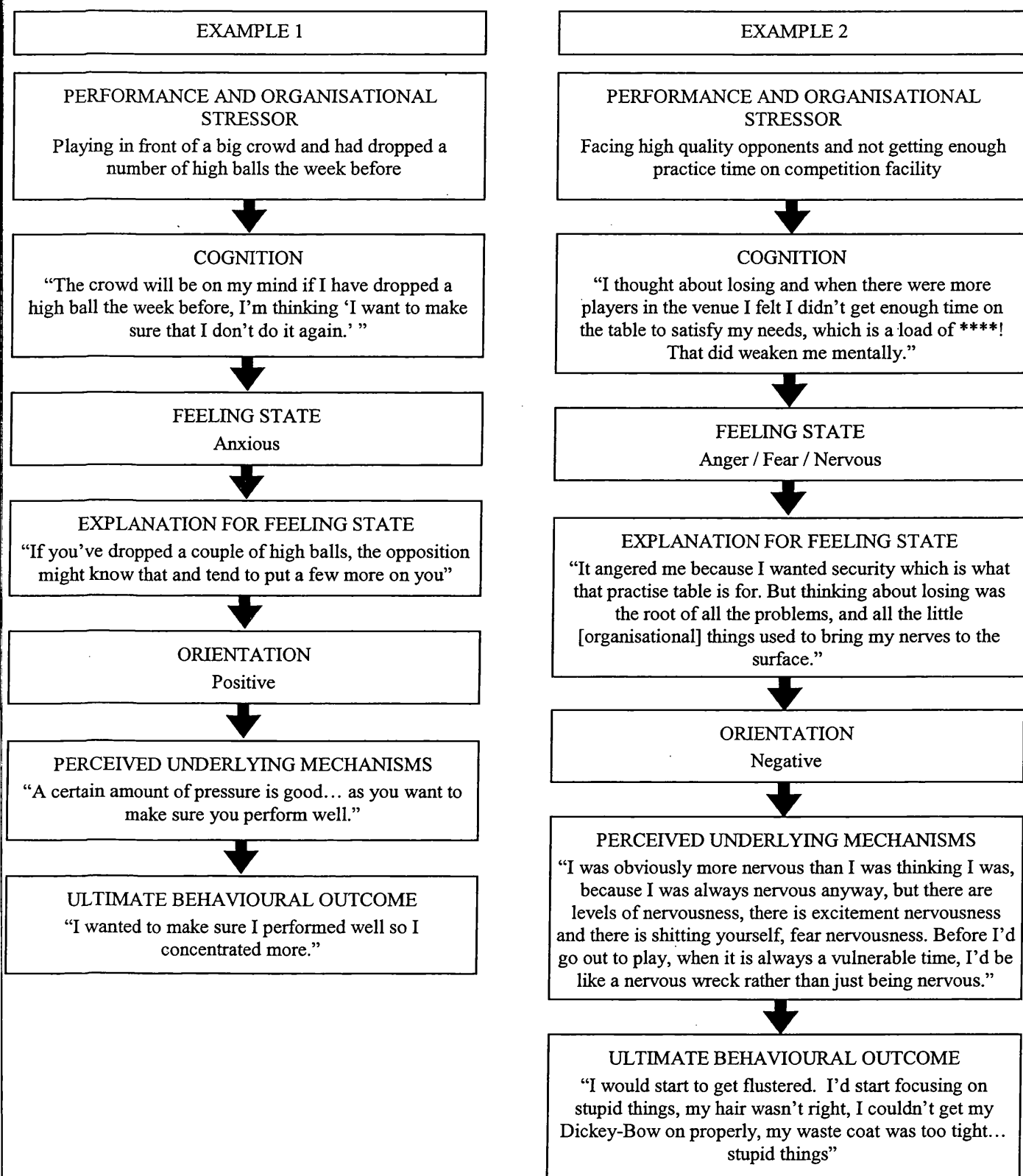


Figure 4.4.6 Responses to a performance and organizational stressor experienced simultaneously

Many different cases have been highlighted (see Figures 4.4.2 to 4.4.6) that demonstrate a segment of the stress process within sport performers^{4.1}. With reference to Lazarus' (1991a; Lazarus & Folkman, 1984) transactional model of stress, the examples given depict the different appraisals of performers when faced with a variety of stressors. In addition, the observations show that athletes face a diversity of demands, have unique appraisals in relation to these demands, and experience differing emotions as a consequence. These findings support Lazarus' (1991a, 1999, 2000) work which suggests that each emotion is underpinned by unique appraisals. Indeed, it is apparent that while similar emotions are experienced in each case, the emotion felt by individuals is caused by somewhat different cognitions. For example, where only one performance stressor was reported to be encountered (Figure 4.4.2; Participants A and C), the appraisals were suggested to lead to anxiety symptoms. Although both evaluations of the performers were related to uncertainty, each cognition differed (i.e., "am I going to make the same mistakes?" and "what am I meant to be doing?" respectively) and possibly contributed to the way each consequent emotion was interpreted with respect to the upcoming performance. These findings, therefore, highlight the importance of investigating the individual experiences of athletes. Specifically, whether they encounter performance or organizational stressors, or both, how they appraise these demands, and the consequences of the emotions felt towards upcoming performance.

The emotions experienced by each performer in this study were a result of appraisals to individual or multiple stressors that emanated from performance or organizational sources. Further, dependent on the situation and subsequent cognitions, the emotions felt were interpreted as either facilitative or debilitating to upcoming performance. With respect to emotional orientation, one of the major

^{4.1}More examples are demonstrated in Appendix 20

features of this investigation was the insight provided into the mechanisms underpinning the performers' interpretations of their felt emotions. For example, where positive interpretations of traditional negative emotions (e.g., anxiety) were reported, it appears that, on many occasions, the performer reappraised the experienced situation to augment his/her motivation to do well. The resultant behavior was then an increase in effort and concentration upon the task in hand. These findings provide further evidence that anxiety symptoms can be interpreted as beneficial to performance. They also support one of the premises of Processing Efficiency Theory that negative emotions such as anxiety can stimulate increases in on-task effort (cf. Eysenck & Calvo, 1992).

The examples of cases where facilitative interpretations of felt emotions are reported show that further appraisal occurs once the emotion is experienced by the performer. Importantly, this cognition does not only focus on the emotion experienced, but on the situation itself and the performers' initial appraisal of the situation. For example, consider the case where the athlete encountered both performance and organizational stressors and interpreted the subsequent anxiety as facilitative towards the upcoming performance (Figure 4.4.6, Example 1; Participant E). The emotion was reported to be caused by cognitions about making the same mistakes as those made the previous week in front of the current crowd. These thoughts and the subsequent emotion led this performer to then reappraise the situation by using the thought of making mistakes to his advantage. That is, by increasing his need to perform well. This reappraisal was then suggested to improve the athlete's level of concentration.

In comparison, where debilitating interpretations of felt emotions were reported, the further appraisals appear to be absent with a continuation of the initial

appraisal that caused the emotion observed. Example 2 on Figure 4.4.6 illustrates a case where participant D had to face a high quality opponent and had insufficient practice time on the competition facility. In this instance, the thoughts about losing were reported to be accompanied by cognitions associated with organizational issues which then led to symptoms of nervousness, fear, and anger. Instead of reappraising the situation, these emotions became so intense that the athlete indicated it turned them into “a nervous wreck” and caused them to focus on factors extraneous from the performance.

In conclusion, given the differences observed in the ‘perceived underlying mechanisms’ for cases where emotions were interpreted as facilitative to those where emotions are considered debilitating, it would appear that the further appraisals and, consequently, the focus of the performers, are the distinguishing factors in the competition stress process. In each example the initial cognitions of the performers have a negative connotation in that they lead to symptoms of anxiety, nervousness, or/and anger. However, the further appraisal that occurs when these emotions are interpreted as facilitative appears to demonstrate a form of rationalization and/or restructuring of thoughts that help the actual behaviour of the performer. Specifically, the emotions and initial thoughts are used to increase motivation, effort, or/and focus on the task in hand. From an applied perspective, it therefore seems pertinent to consider whether performers who view their emotions as debilitating within the competition environment will benefit from an intervention that concentrates on altering their further appraisals (i.e., of experienced emotions). In particular, based on the findings of this study, such an intervention would attempt to change the performer’s thoughts towards a task focus that incorporates motivational dialogue.

When you worry, you go over the same ground endlessly and come out the same place you started. Thinking, on the other hand, makes progress from one place to another... The problem of life is to change worry into thinking, and anxiety into creative action.

Harold B. Walker

CHAPTER V

THE EFFECTS OF A COGNITIVE RESTRUCTURING INTERVENTION ON THE EMOTIONAL ORIENTATION OF SPORT PERFORMERS

5.1 INTRODUCTION

The previous two studies of this thesis attempted to further the current understanding of competition stress by adopting a contemporary conceptual perspective when examining the stress process experienced by sport performers. The first study in Chapter III identified the organisational and performance stressors encountered within the competition environment, where a similar quantity were experienced by elite and nonelite performers, with some being common and some unique to each group. These observations emphasized that all the stressors encountered by athletes' should be considered when preparing or implementing appropriate interventions. Indeed, the failure to consider all the demands faced by performers prohibits a detailed understanding of the stress process of the performer within the competition environment.

Drawing upon the information collected in study one, study two provided a more holistic insight into the experience of competition stress by considering the appraisals, emotions, emotional orientation, and subsequent behaviour of performers when encountering these stressors. A critical component of this investigation was the acknowledgement of the notion of emotional orientation. That is, whether the emotions experienced were interpreted as facilitative or debilitative towards upcoming performance (see, for a detailed discussion, section 2.3.4). Specifically, study two identified that when emotions were interpreted as debilitative towards upcoming performance, a continuation of the initial appraisal of the stressor was

observed. That is, the negative thoughts about the experienced stressor, which included its implications to the athlete and subsequent performance, remained. However, when the emotions were interpreted as facilitative, a different evaluation was presented to that which addressed the initial stressor. This *further appraisal* also included a motivational dialogue that, on occasions, encompassed a task-focus element. This cognitive process incorporated a rationalisation of negative emotions and restructuring of thoughts to those that encouraged more effort and increased concentration within actual performance.

The belief that an individual's cognitive set or attitude can have profound effects on his or her emotional reaction and behaviour is not new to psychology (Goldfried, 1979). Within the area of sport psychology many researchers have suggested that cognitive-behavioural interventions are effective in altering self-statements, regulating athletes' mental and emotional states, and enhancing athletic performance (e.g., Greenspan & Feltz, 1989; Harmison, 2006; Martin, Vause, & Schwarteman, 2005; Meyers, Whelan, & Murphy, 1996). Support for these assertions has been provided by practitioners who have successfully integrated 'cognitive restructuring' techniques into their interventions with sport performers (e.g., Hanton & Jones, 1999b; Holm, Beckwith, Ehde, & Tinius, 1996; Perna, Antoni, Baum, Gordon, & Schneiderman, 2003; Savoy, 1997; Thomas, Maynard, & Hanton, in press). Nevertheless, a variety of cognitive-behavioural methods has been promoted and employed across both the clinical and sport psychology disciplines.

One of the early cognitive-behavioural methods developed was 'Rational Emotional Therapy' (RET; Ellis, 1962, 1970). This approach is based on the belief that irrational interpretations of objective reality fundamentally cause emotional disorders. Ellis advocated that it is crucial to be able to recognise self-defeating

irrational cognitions and replace them with thoughts that are more constructive and rationale. Through this technique, Ellis (1975) proposed adopting an ABC principle to help clients manage the worries experienced through identifying a) what caused (Activated) the event, b) what their Belief is about the event and what is causing the emotion; and c) the Consequence (i.e., performance). Ellis suggested that the participants then focus on 'disputing' and 'replacing' the negative symptoms experienced to create a more rationale outlook of the environment.

Similar to RET, Beck (1970, 1976, 1995) attempted to change the 'automatic thoughts' of individuals through 'Cognitive Conceptualization'. Beck suggested that by identifying the automatic thoughts and instructing clients to provide an adaptive response to these cognitions, a more realistic and believable appraisal with a focus on a more controlled and constructive outcome will become apparent. Through the formulation of new beliefs, therefore, the performers will develop / create more *functional*, realistic beliefs (cf. Beck, 1995).

Boan (2006) acknowledged functional analysis and also emphasized the importance of investigating the antecedents and consequences of a set of behaviours. Specifically, Boan referred to Cognitive Behavioural Modification (CBM), where functional analysis is integrated with a cognitive analysis in which the subject's interaction with the setting is examined to produce a complete picture of the subject in the environment. The cognitive part of the analysis in CBM is the focus on the cognitive strategies required for success. The functional analysis assesses the environment and task demands (Boan, 2006). Once this is identified, the therapist then works with the subject to reframe the narrative into more constructive or adaptive, but believable, terms. The purpose of the CBM assessment, therefore, is a cognitive-functional analysis that addresses such things as: Under what conditions do

cognitions and behaviour interfere with optimal performance? What processes must the person engage to be successful? Under what conditions does this fail? (Boan, 2006). By identifying the processes for success, the practitioner implements Meichenbaum's (1973) 'self instruction training', where the client provides constructive problem solving statements in order to alter negative thoughts.

Rational Emotional Therapy (or Rational Emotional Behavioural Therapy), Cognitive Conceptualization, and CBM are all popular with clinical psychologists and researchers. Within sport psychology, aspects of each of these methods have been adopted by practitioners to 'cognitively restructure' performers negative thoughts and statements (e.g., Hanton & Jones, 1999b; Holm, Beckwith, Ehde, & Tinius, 1996; Perna, Antoni, Baum, Gordon, & Schneiderman, 2003; Savoy, 1997; Thomas et al., in press). Indeed, an assumption of cognitive restructuring is that reorganizing and restructuring verbal statements about oneself and one's world will result in a corresponding reorganization of behaviour with respect to one's world (Risley & Hart, 1968). Therefore, the emphasis of this strategy is to focus on the negative thoughts of the performer, in relation to the environment, and alter these through a constructive narrative.

The final study in this thesis examines the effect of an intervention programme on the further appraisals of four golfers who interpreted their emotions as debilitating towards upcoming performance. The intervention was based on the information provided by the performers in study two regarding their explanations of how they experienced their facilitative emotional orientations. Specifically, the strategy concentrates upon altering the further appraisals of performers by adopting cognitive-behavioural procedures that emphasize a motivational and task focus. Indeed, the mechanisms through which a self-dialogue produces its effects are linked to the

concepts of attention and information processing, whereby cognitive strategies help performers to remediate movement errors and develop or maintain an appropriate attentional focus (Landin, 1994; Landin & Herbert, 1999; Rushall, Hall, Roux, Sasseville, & Rushall, 1988).

Previous intervention research that has focused on the further appraisals of athletes (i.e., Hanton & Jones, 1999b; Thomas et al., in press) has assumed a limited perspective in that only one facet of the stress process has been considered (i.e., the emotional response), and one single emotion (i.e., anxiety), which itself has been related to competition in general and *not* to any specific stressors existing within that environment. In order to accurately identify the further appraisals of the performers, therefore, this intervention will adhere to the conceptual points raised in the literature review in Chapter II by considering the stressors experienced, the initial appraisals, the emotional response, and the subsequent behaviour.

When considering which strategy to use with performers, it is also important to carefully contemplate the method within which this intervention technique will be administered and monitored. For example, existing intervention studies have not always been grounded in sufficient theory or research for which adequate validity has been established (Greenspan & Feltz, 1989; Morgan, 1997). Further, not all investigations have adopted a visibly defined, systematic, and reliable protocol (Dishman, 1983; Greenspan & Feltz, 1989; Harmison, 2006). This study will, therefore, acknowledge the existing concerns raised by clinical and sports practitioners when performing intervention research, with the aim of justifying the most pertinent method to be adopted in the present study.

5.2 METHODOLOGY

5.2.1 EXPERIMENTAL DESIGN

Over the last two decades, sport psychology researchers have advocated the adoption of a more idiographic or individual perspective to consultancy via the adoption of single-subject designs, as opposed to an approach embracing one of nomothetic or group based methods (Bryan, 1987; Heyman, 1987; Martens, 1987; Smith, 1988). This support is founded upon the methodological strengths that single-subject designs offer. For example, the practitioner is allowed to be more thorough, exercise more control on an individual subject than on a large group of participants, gain important insights into the processes underlying athletic behaviour, and promote the development of interventions that improve performance and enhance the psychological well being of participants (Bryan, 1987; Hrycaiko & Martin, 1996; Smith, 1988; Zaichkowsky, 1980). One particular single-subject design suited to psychological research is the multiple baseline design (Bryan, 1987; see also Martin et al., 2005). This method collects baseline measures prior to the intervention being implemented and requires no control subject as the evidence that a particular intervention has produced a change in behaviour is obtained by demonstrating that behaviour change occurs if, and only if, intervention is applied (Bryan, 1987). Variations of this design include the measurement of multiple behaviours, multiple participants, or/and multiple settings (Bryan, 1987; Zaichkowsky, 1980). One important consistency that should exist within these variations, however, is that a staggered baseline should be adopted. Specifically, the intervention is only implemented when baseline observations have been stabilised. Therefore, the participants of the study may start the intervention at different points in time. A

multiple baseline single-subject design was, therefore, employed within this study to assess the effect of a cognitive-behavioural intervention upon emotional orientation.

5.2.2 PARTICIPANTS

Participants for the study were selected from members of a Welsh Golf club that competed in the national championships. The rationale for sampling golfers for the intervention were: a) the researcher was currently working within golf as a means of attaining support accreditation through the British Association of Sport and Exercise Science psychology pathway; b) the researcher was interested in, and competed in, golf and was therefore familiar with the sport; and c) golf is an individual sport that provides numerous different stressors which performers need to cope with (see Nicholls et al., 2006). Indeed, there has been a call for interventions in individual sports as it is argued that the emotional response to competition stressors is usually higher than in team situations (Simons & Martens, 1979). Perna, Meyer, Murphy, Ogilvie, and Murphy (1995) and Boan (2006) also suggest it important to be accustomed with the sport of interest and to understand the subject culture in order to fully appreciate the experiences of the performer and to deliver suitable and effective intervention strategies.

Selection of participants suitable for the intervention was established via a three-step procedure. First, potential participants were recommended to the researcher by the club's professional. Second, after screening through the use of a relevant questionnaire (see section 5.2.3.1 and Appendix 21), the golfers that were identified as interpreting the emotions they experienced as debilitating towards upcoming performance were asked to continue in the study. Finally, the golfers had to agree to participate in the intervention study and provide informed consent (see Appendix 22). Out of those who met the criteria, five initially agreed to take part in

this investigation (see Table 5.2.1). All golfers, except Performer E, completed the entire intervention. Performer E withdrew from the study during Phase I due to health complications. The four remaining participants ranged in age between 18 to 40 years of age ($M = 26.5$; $SD = 10.63$) and all competed with a handicap between 4 and 12. Three performed at a national level (Performer A, B, and C), while one competed at regional standard (Performer D).

Table 5.2.1 Study 3 Participant information

Performer	Age	Sex	Handicap	Number of Years Competed
A	18	Male	4	4
B	18	Male	4	5
C	30	Male	4	10
D	40	Male	12	15
E	38	Male	9	10

5.2.3 DEPENDENT VARIABLES

When planning intervention designs, researchers must operationalise the process of change. More specifically, an investigator must select the specific types of change that are to be studied in relation to the theoretical propositions underlying the study (Smith, 1988; Vealey, 1989). With regards to the perspective taken within this thesis, along with the given purpose of the proposed intervention, this study will examine the emotions, further appraisals, and behaviour of the chosen golfers. In line with the recommendations of Perna et al. (1995) this investigation will also adopt a variety of measures, both quantitative and qualitative, for the assessment of dependent variables. The use of multiple sources of evidence which can be regarded as

reflecting the same psychological constructs or processes increases construct validity^{5.1} (Smith, 1988). Further, by employing multiple participants, any replication of findings across these performers increases the external validity. Indeed, with each new demonstration of the effects of treatment it is less plausible to assume that the results are due to some uncontrollable variable (Hrycaiko & Martin, 1996).

5.2.3.1 COMPETITION STRESS-RELATED FACTORS

In order to assess changes in the further appraisals of the performers, the emotions experienced and subsequent orientations were examined over the intervention period. Additionally, in order to fully understand the stress process, and effectively support the golfers, the stressors encountered, the initial cognitions, and behaviour were also identified through a Competition Stress Examination Sheet (see Appendix 21). Alongside the requirement for narrative regarding the above factors associated with competition stress, the participants had to rate the emotions experienced and subsequent orientations on a provided scale.

Five emotions were identified for the scale used on the competition stress examination sheet. The emotions were selected from the 22 offered in Jones, Lane, Bray, Uphill, and Catlin's (2005) Sport Emotion Questionnaire. Specifically, 46 golfers from the South Wales area were given the list of 22 emotions and asked to select five that were experienced most frequently and which five most negatively affected their performance (example sheet given in Appendix 23). An option of 'other' was also provided for the performers to identify any additional emotions not given in the list. Table 5.2.2 demonstrates the emotions reported by the 46 golfers. The emotions of anger, anxiety, disappointment, nervousness, and frustration were the most frequently selected in each category and were therefore chosen for this study.

^{5.1}The extent to which specific situational or intervention conditions on the one hand, and outcome measures on the other, constitute adequate operational definitions of the concepts involved in the "if-then" theoretical propositions (Cook & Campbell, 1979).

5.2.3.2 SUBJECTIVE GOLFING PERFORMANCE

To identify factors related to golfing performance, the professional at the South Wales Golf Club and a colleague at Swansea University, who was a sport psychologist and competing off a handicap of 4, were contacted regarding the best indicators to consider. After consensus was reached, the performance variables identified were driving, long irons, short irons, pitching, chipping, bunker play, putting, and course management (see Appendix 24).

5.2.3.3 OBJECTIVE PERFORMANCE

Objective golfing performance was measured using the variables that predicted success over the 2004 PGA season (Diaz, 2004). These were: the number of fairway drives (the amount of first drives that landed on the fairway); the number of greens in regulation (the amount of greens that were hit where a birdie putt was available); the number of putts taken to finish the hole. To collect this data, the performers were given a mini-booklet that they had to complete after each hole (see Appendix 25 and 27). In addition, the number of eagles, birdies, pars, bogeys, double bogeys and above, and index of golf performance (GPI) was recorded. GPI is the net score minus competition scratch score (Rees, Hardy, & Freeman, 2007), where the scratch score is a standard score allotted to an 18-hole golf course, and is the score that a scratch player (zero handicap) would be expected to shoot. Specifically, if the standard scratch score is 72, a zero handicapper would shoot 72. Further, if a performer shot 76 in a competition with a handicap of 3, the net score for this golfer is then 73 ($76 - 3$). Therefore, the golfers GPI would be calculated by subtracting 72 (the competition scratch score) from 73 (net score), which would give a GPI of +1. For this study, lower scores for GPI represent fewer shots taken and, therefore, represent better performance (Rees et al., 2007).

5.2.4 PROCEDURE

When employing a multiple baseline single-subject design for intervention, researchers advocate the need to develop a standardised, systematic protocol prior to the commencement of study (Harmison, 2006; Smith, 1988; Vealey, 1988). The implementation of these standardised steps in the monitoring and training of psychological skills will facilitate the usage and consequent evaluation of skill effectiveness (Harmison, 2006). Examples of such approaches are provided by both Harmison (2006) and Martens (1987) who proposed a three phase intervention procedure: 1) education of techniques; 2) acquisition of techniques; 3) practise and integration of techniques into performance. Through these stages, the participants: learn what the techniques entail; then attempt to acquire these strategies through practise outside of performance; and, finally, once sufficiently developed and practised, integrate the techniques into performance. In addition to a systematic approach, Boutcher and Rotella (1987) emphasized that for psychological skills training to be effective, they must also be structured according to the specific characteristics and demands of the given sport. Therefore, and complimenting the transactional perspective of competition stress, acknowledgement of the environment in which the performer operates is important. Specifically, and pertinent to this study, the stressors experienced, the appraisals, emotions, further appraisals, and subsequent behaviour will be considered within the standardised intervention structure.

Participants were observed in baseline and intervention phases (summarised in Figure 5.2.1). The intervention, a cognitive-behavioural package was introduced when the emotional orientation of the individual was deemed stable (i.e., relatively consistent over time) or demonstrated a trend in the opposite direction of the change anticipated when introducing treatment to each individual (Kazdin, 1992). The first

stage of the intervention involved educating the golfers about the technique and required the practice of the technique away from performance. When the participants were considered to have acquired the technique, and were well versed in the specific dialogue, Phase III (the second part of the intervention) was then implemented. Within this stage, the participants employed the technique during actual performance.

5.2.4.1 PHASE IA – PROVISION OF GENERAL INFORMATION

Each of the participants receiving the intervention treatment (i.e., Performer A, B, C, and D) were approached separately and provided with general information about the study. The content was discussed until the golfers fully understood what was expected of them as a participant, and they were asked if they wished to continue. During this conversation any questions that the participants raised were answered. It is important to highlight that, to avoid the possibility of respondent bias, the exact purpose of the study (to alter the debilitating interpretations to facilitative interpretations of emotions) was not discussed. The participants were simply informed that they would be following some mental preparation strategies reported by a number of elite performers. The golfers were told that they would need to be committed to the study throughout its entirety and that the mental skills would need to be practised several times per week. Each participant was informed that the intervention would be implemented at some time over the course of the golfing season.

Table 5.2.2 Emotions most frequently and negatively experienced by participants

Emotion	Most Frequently Experienced	Emotion	Most Negatively Experienced
Anxious	40	Angry	31
Angry	32	Anxious	29
Disappointed	30	Disappointed	23
Nervous	26	Nervous	22
Frustrated (other)	25	Frustrated (other)	16
Tense	8	Annoyed	12
Irritated	8	Apprehensive	10
Upset	8	Cheerful	9
Sad	7	Enthusiastic	8
Excited	7	Furious	8
Pleased	6	Happy	7
Exhilarated	6	Sad	7
Uneasy	5	Unhappy	6
Joyful	5	Joyful	6
Furious	4	Dejected	5
Annoyed	4	Energetic	5
Enthusiastic	3	Excited	5
Dejected	3	Pleased	5
Happy	2	Uneasy	5
Apprehensive	2	Tense	4
Cheerful	2	Irritated	4
Unhappy	2	Upset	3
Energetic	0	Exhilarated	2

5.2.4.2 PHASE 1B – BASELINE MONITORING

After the introduction sessions, each participant was provided with an intervention package to assist the monitoring phase. This included: a main booklet (see Appendix 26): a box of mini-booklets (see Appendix 25), and a subjective performance booklet (see Appendix 23). The purpose of these booklets was to assess the competition stress related experiences and performance scores. The participants were then directed through the procedure for this phase (see below) and informed that they would be required to meet with the researcher on a weekly basis.

To use all the booklets in combination, the participants worked through the following process:

- 1) When performing a round of golf, one mini-booklet was used, which had 18 pages (one for each hole), after each hole (see Appendix 25). When completing the booklet, each participant indicated: whether the fairway was hit after the first drive; whether the green was hit in regulation; the number of putts to finish the hole; and the score for the hole. The participants were informed that they should provide a narrative within these booklets only if a negative thought, emotion, or behaviour was experienced.
- 2) Where a narrative was provided, the mini-booklets were employed as cues for completing sheets within the main booklet (one sheet per experience). For example, if six experiences were identified during the entire round, the initial thoughts and feelings would have been recorded on the relevant pages in the mini-booklet. These thoughts and feelings would then act as reminders for the golfers to complete a page in the main booklet. Even though the researcher had explained how to complete a page in the main booklet, there was a golfing example given to assist the participant (see Appendix 26).

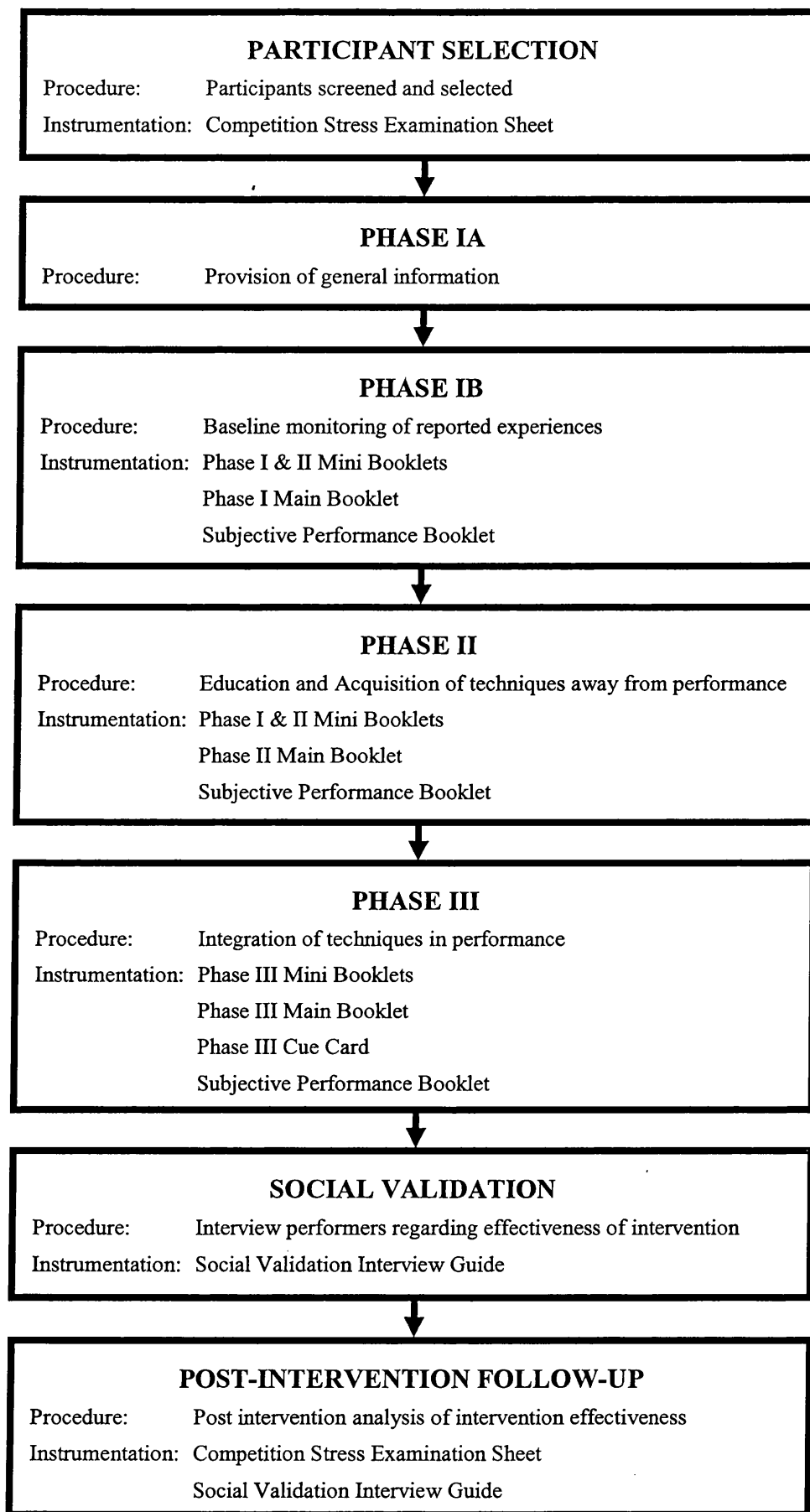


Figure 5.2.1 Procedure for Study 3

- 3) The golfers then completed the Phase I section of the subjective performance booklet to indicate how well they perceived themselves to have performed in each given aspect of their game.

During this phase, the researcher met with each performer on a weekly basis with each experience and subjective and objective performance value being scored (see scoring sheets in Appendix 30 and 31) and monitored (see monitoring sheets in Appendix 32 and 33). The researcher kept in regular contact with two supervisors (BASES Accredited sport psychologists) and discussed the scoring and monitoring sheets with the purpose of considering whether the profile of values on the emotional orientation scale were stable or progressed in the opposite direction of the desired intervention effect. Once consensus was reached, the performer was moved up to Phase II of the study.

5.2.4.3 PHASE II – EDUCATION AND ACQUISITION

At the respective times in the staggered baseline, the performers were moved up into Phase II and were introduced to the first stage of intervention. The treatment and procedure were then explained to each golfer. The treatment involved self-dialogue (see Appendix 28: Main Booklet II, Thought Adjustment Sheet) and the performers were directed as follows:

- 1) *Acknowledge* and *understand* the thoughts and emotions. Here, the performer was instructed to acknowledge what he was initially thinking, consequently feeling, and thought in relation to the emotion felt. Further, an understanding of why the golfer considered the emotions as bad for performance was required. This initial process was taken from the Cognitive Behavioural Modification (CBM) approach proposed by Boan (2006), where importance is placed on the individual addressing and recognising what they are

experiencing during situations. This is so that the individual can then deal with what is being thought and felt more effectively.

- 2) *Rationalize* the thoughts and emotions experienced. Within this stage, the golfers were instructed to first accept that the emotions they were experiencing were natural and needed for performance. This dialogue was based on the observations of Hanton and Jones (1999a) who found that elite performers require anxiety to perform at a high level. Once this narrative had been completed, the participants then turned their negative thoughts into positive statements that incorporated previous performance accomplishments. This technique was taken and adapted from Beck's (1995) functional belief protocol and, again, the findings of Hanton and Jones (1999a). Finally, the performers made a statement that they would then use these emotions as their 'fuel' to act. 'Fuel' was the term initially given, but the performers were offered the chance to use any metaphor for this stage. Metaphors are seen as powerful constructs that carry great meaning and influence for the individual (Harmison, 2006; Meichenbaum, 1994), and were required to 'instigate' the next phase of the self-talk.
- 3) *Change* the thoughts to a task focus. The final part of the self-talk involved the performers focusing on what they can actually do during the given situation. This emphasis on what the golfer can control (i.e., his own behaviour), was based on the findings of Study 2 by aiming to alter the focus of the performer from the initial thoughts and feelings that were experienced to a more structured task-focused routine. Here, the golfer, after identifying the routine that he would normally conduct before performing, used key words to highlight what this pre-performance routine would entail. Ming and Martin

(1996) emphasised the importance of participants using their own vocabulary for the self-talk and employing few key words to simplify the process (see also Hanton & Jones 1999b). In addition, the use of abbreviated triggers, typically consisting of short, verbal cues / reminders, attempt to prompt attention (Landin & Herbert, 1999), which in this case is the task and not the negative emotion. Within this process, Landin and Herbert suggested that for self-talk brevity the dialogue needs to be: a) brief and phonetically simple, b) logically associated with skill, c) compatible with timing of task.

- 4) *Relive the experience.* Once the narrative had been completed, the performers were instructed to stand up and visualise themselves back in the situation up to the point where they had these negative thoughts and emotions. Then, the golfers were instructed to 'work through their dialogue' before seeing themselves starting to perform the actual physical routine they would go through. The purpose of this stage was to further train the performers in the created dialogue and to give them confidence in using these techniques in 'real time' so to somewhat aid preparation for conducting these during competition.
- 5) *Believability of statements made.* In order to potentially assess whether the dialogue would be effective during performance in Phase III, a believability rating scale and an open ended 'why' question was included. Masuda, Hayes, Sackett, and Twohig (2004) assessed how believable self-statements are rated to be and found this method important towards developing the correct narrative for the clients. If, at any point, the statements adopted were doubted, or viewed as not believable, then it would be pertinent for the researcher to reassess the adopted dialogue.

This technique, therefore, attempted to alter the thoughts of the performer through directing the golfers to: a) *acknowledge* and understand the situation, cognitions, and emotions; b) *rationalize* and restructure the evaluations and emotions; prompting c) a *change* of focus to the task at hand. Indeed, this technique emphasises that the performer must first be aware of, and understand the implications of, what they are thinking and feeling before they can attempt to change their evaluations and change their focus.

In order to complete this phase, each performer progressed through the following procedure after each round of golf:

- 1) The mini-booklet was completed as explained in section 5.2.4.2.
- 2) Where a narrative was provided, the mini-booklets were employed as cues for completing the sheets within the main booklet II. On this occasion, and different to Phase I, the performer had two sheets to complete (see Appendix 28). This included the competition stress experience sheet and the thought adjustment sheet. Each performer was instructed that these skills must be practised (Perna et al., 1995; Thomas et al., in press), even if no experiences are highlighted. On occasions where this may occur, the golfers were directed to use experiences from Phase I, thus promoting the acquisition of techniques when weather or other extraneous factors may interfere with golf performance.
- 3) The golfers then completed the Phase II section of the subjective performance booklet to indicate how well they perceived themselves to have performed in each given aspect of their game.

The duration of the education and acquisition phase differed for each participant based on the following criteria: a) the performer had, what both the



researcher and supervisors deemed, a sufficient number of new experiences with which to work from; b) the performer demonstrated the narrative verbally and confidently in front of the researcher; and c) the performer felt confident in using the technique and was happy to proceed onto the next phase. In order to facilitate this process, each performer continued to be met weekly with each experience and performance values being scored (see scoring sheets in Appendix 31 and 34) and monitored (see monitoring sheets in Appendix 33 and 35).

5.2.4.4 PHASE III – INTEGRATION OF TECHNIQUE

For the final stage of the intervention, Phase III of the study, the golfers integrated the cognitive self-dialogue techniques into actual performance. The procedure for this phase was explained to each of the golfers, with confirmation of understanding of the method required before they could continue with the following:

- 1) For the within performance phase, the golfers were given a cue card to act as a reminder of the required narrative that would be used when negative thoughts and emotions are experienced (See Appendix 36). When discussed with each golfer, the researcher provided the following analogy to emphasise the use of the cue cards:

Consider this a recipe, with all of the different statements your ingredients. You will apply the ingredients in the right order as directed by the recipe. However, as with all good chefs, you will come to a time when you will not need the recipe. At this point, you will put the recipe to one side, but do not dispose of the recipe as you may need to call on it if, at any time, the ingredients are forgotten.

- 2) A new mini-booklet was required to be completed by the golfers during performance (see Appendix 27). During this procedure, the participants

indicated whether the fairway was hit after the first drive; whether the green was hit in regulation; the number of putts to finish the hole; and the score for the hole. The golfers were informed that they should provide a narrative within these booklets only if a negative thought, emotion, or behaviour was experienced. Further, the description provided should be the statements that were used *prior* to the use of the cue card.

- 3) Where a narrative was provided, the mini-booklets were employed as cues for completing the sheets within the main booklet III. Similar to Phase II, the performer had two sheets to complete (see Appendix 29). This included the competition stress experience sheet and the thought adjustment sheet. Alongside the believability scale, there included an effectiveness measure which examined how effective, and why, the performers viewed their self-statements in changing their focus and affecting their performance.
- 4) The golfers then completed the Phase III section of the subjective performance booklet to indicate how well they perceived themselves to have performed in each given aspect of their game.

During this phase, each performer continued to be met weekly with each experience and performance values being scored (see scoring sheets in Appendix 37 and 38) and monitored (see monitoring sheets in Appendix 39 and 40).

5.2.4.5 SOCIAL VALIDATION AND PROCEDURAL RELIABILITY

The need for social validation in single-subject designs has been expressed as crucial for additional individual verification of the results from the actual subjects who participated (Kazdin, 1982; Kendall, Hrycaiko, Martin, & Kendall, 1990; Wolf, 1978). Social validation data allows the researcher to provide a manipulation check by assessing how each research participant actually experienced the intervention.

Consequently, a more accurate assessment of the internal validity of the findings can be made. Traditionally, the process of acquiring social validation has been met through the adoption of appropriate scales and open ended questions (see, for example, Hanton & Jones, 1999b; Martin & Toogood, 1997; Ming & Martin, 1996; Thomas et al., in press). However, interviews can provide researchers with more detailed information than that given by scales and open ended questions (Landin & Herbert, 1999). In addition to the dependent variables, therefore, detailed supplementary information relating to the intervention programme was collected via the completion of a 'Social Validation Interview' (see Appendix 41). Specifically, to investigate the participants' reactions to the actual content of the treatment and the procedures employed in the study. The four subjects who received the treatment were asked to participate in the interviews at the South Wales Golf Club 48 hours after the last data had been collected.

Alongside obtaining social validation and for the benefit of practitioner effectiveness, it is also important to examine the treatment integrity through a procedural reliability assessment (Hrycaiko & Martin, 1996). This involves monitoring the athlete's practise of the taught mental skills to ensure they occur as intended (Wollman, 1986; Ming & Martin, 1996). Ming and Martin (1996) suggest the following guidelines for the assessment of procedural reliability of the extent to which techniques are adopted by the participant: (1) the author of the study supervised all the steps; (2) participants were asked what they thought during performance to ensure self-talk from the intervention occurred; and (3) self-talk was verbalised 'out loud', observed and scored. To assess procedural reliability, therefore, measurements were taken to ensure the intervention had been employed evenly across participants.

Specifically, a checklist had been created which two supervisors had to complete while the researcher conducted the study (see Appendix 42).

5.2.3.6 POST-PERFORMANCE FOLLOW-UP

In order to assess the retention effects of the intervention, the competition stress examination sheet was completed by the four participants who received the intervention after two full rounds of golf after a three month period following the completion of the study (Ostafin, Chawla, Bowen, Dillworth, Witkiewitz, & Marlatt, 2006). Magill (2001) and Callow, Hardy, and Hall (2001) both emphasize that delay in the realisation of effects of new skills is expected in single-subject designs, therefore, emphasising the importance of a follow-up assessment.

5.2.4 DATA ANALYSIS

The analysis of data was split into six main stages. The first stage involved reporting the procedural reliability results from the two PhD supervisors. Second, the data were tabulated and visually inspected to determine whether an experimental effect had occurred. Although researchers (e.g., Callow & Waters, 2005; Fisch, 2001) have recently questioned the accuracy of visual inspection in favour of statistical analyses such as the ITSACORR (Crosbie, 1993), these methods have themselves been suggested to be problematic (cf. Huitema, 2004). Furthermore, little consensus exists as to which statistical technique, if any, should be used to analyze single case data (cf. Parker & Brossart, 2003). This is based on the argument that an individualised approach emphasizes clinical [practical] significance rather than statistical significance (Zaichkowsky, 1980; see also Hrycaiko & Martin, 1996). In light of this uncertainty, analysis of emotion data involved the traditional visual inspection method. When examining the effects of a treatment upon the dependant

variable, greater confidence can be assured when the following conditions are satisfied (Hrycaiko & Martin, 1996; Martin & Pear, 1996): (a) baseline performance is stable or in a direction opposite to that predicted for the intervention; (b) an effect is replicated within and across participants; (c) the fewer number of overlapping data points between baseline and intervention; (d) the sooner the effect occurs following the introduction of the intervention; e) the larger the size of the effect in comparison to the baseline; and (f) the results are consistent with existing data and accepted theory.

The third and fourth step involved graphical and descriptive accounts of the subjective and objective performance data respectively. Finally, the last stage involved the analysis of social validation data collected during (i.e., through a likert scale and open ended questions) and immediately post intervention (i.e., through interview). The believability and effectiveness scores collated throughout the intervention phase, the explanations for these values, and selections of narrative from the transcribed social validation interviews were all provided.

5.3 RESULTS

5.3.1 PROCEDURAL RELIABILITY

For procedural reliability, two supervisors who were also BASES accredited sport psychologists were asked to overview the delivery of this intervention. Each supervisor was given a procedural checklist (see Appendix 42) and asked to rate on a Likert scale how much they agreed with the 15 provided statements. It is important to note that the first supervisor was on sight for the majority of this study, while the second supervisor was provided with daily updates and the reflective evaluations of

the researcher. Based on the observations and provided information, the supervisors scored 3 to 4 (i.e., Definitely Agreed) for all of the statements (see Appendix 43).

5.3.2 EMOTIONAL ORIENTATION

Emotional responses were collated and presented in Tables 5.3.1 to 5.3.4. Following intervention at Phase II, improved (facilitating) interpretations of emotional states were reported by all four participants during the third phase. For Performers A, C, and D, the intensity of experienced emotions were variable across the three phases, whereas the orientation of these emotions with respect to performance remained negative and stable throughout Phase I and II. An immediate effect was then displayed after intervention as each emotion was interpreted as either unimportant or facilitative towards performance, with no overlapping data points displayed in comparison to the first two phases. Post intervention analysis (i.e., three months after) reinforced the findings observed in Phase III, where interpretations of emotions remained facilitative or unimportant.

Performer B also displayed a change in emotional orientation following the intervention. Specifically, emotions were interpreted as debilitating throughout Phase I and Phase II. In Phase III, when the technique was adopted within performance, the emotions were initially interpreted as unimportant. There was one overlapping data point in comparison to the previous phases when the anxiety experienced was considered debilitating towards performance (i.e., experience no. 5).

5.3.3 SUBJECTIVE PERFORMANCE

Due to the volume of data collected, this section will focus upon the mean subjective scores for each golfer (see Figures 5.3.1 to 5.3.4; full subjective performance scores are provided in Appendix 44 to 47). For Performer A, the mean

of the baseline values was 3.39 ($SD = .39$) compared to 3.34 ($SD = .57$) at Phase II and 4.14 ($SD = .12$) at intervention. Following a variable baseline, the subjective values became greater and more consistent after the intervention had been implemented (i.e., during Phase III and 3 months post intervention). Performer B also displayed an increase after intervention. With some overlapping data points observed, the mean of the subjective scores within the first two phases was 3.31 ($SD = .23$) and 3.18 ($SD = .21$) respectively, which increased to 3.67 ($SD = .40$) after intervention and to 3.95 ($SD = .08$) three months post intervention. Performer C exhibited an inconsistent baseline and second phase with a mean of 3.46 ($SD = .56$) and 4.23 ($SD = .22$). Immediately post intervention, the mean increased to 4.30 ($SD = .03$). Some overlapping data points were observed. The subjective performance scores for Performer D fluctuated during the first two phases of the study with an observed mean of 2.97 ($SD = .08$) and 3.62 ($SD = .77$). In conjunction with some overlapping data points, an increase in mean performance was demonstrated immediately after ($M = 4.15$; $SD = .16$) and three months post intervention ($M = 4.10$; $SD = .69$).

5.3.4 OBJECTIVE PERFORMANCE

Objective performance scores for each golfer are presented in Appendix 44 to 47, with only the GPI scores reported in this section (see Figures 5.3.5 to 5.3.8). For Performer A, mean values were -2.57 ($SD = 5.22$) and -1.8 ($SD = 5.93$) at baseline and Phase II respectively. With some overlapping data, the mean increased to -3 ($SD = 2.16$) following intervention and -3.33 ($SD = 3.51$) three months post intervention. Performer B's GPI scores were variable during the baseline ($M = 2.33$; $SD = 10.23$) and education phases ($M = -3.25$; $SD = 2.5$). Some overlapping data points were observed following intervention, with consistently greater scores during Phase III ($M = -4.6$; $SD = 4.65$) and three months post intervention ($M = -4.33$; $SD = 1.53$).

Performer C exhibited a variable trend in scores at baseline with regular below par scores observed during Phase II, Phase III, and three months post intervention. Some overlapping data points occurred throughout the three phases and three months post intervention with mean scores of 0 ($SD = 2.76$), -4 ($SD = 1.63$), -3.75 ($SD = .58$), and -1.75 ($SD = 3.06$) respectively. The GPI scores for Performer D were above and below par during the first two phases, but were constantly level par and below during Phase III and post intervention. Several overlapping data points occurred, with a mean of -.57 ($SD = 7.07$) at baseline increasing to -5.89 ($SD = 7.27$) and -5.80 ($SD = 1.63$) at Phase II and III. Scores remained consistently below par three months post intervention ($M = -3.67$; $SD = 2.08$).

Table 5.3.1 Emotion and emotional orientation profile for Performer A

Phase I										Phase II					Phase III					Post						
Round No.	1	3	3	7	7	7	7	7	7	1	2	2	4	5	1	1	2	3	4	4	4	1	1	2	2	2
Experience No.	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5		
Anxious Intensity	1	2	1	1	2	2	3	3	2	1	2	2	2	1	1	2	2	1	2	1	1	1	2	2	0	
Nervous Intensity	1	3	1	0	1	2	3	0	2	0	1	2	1	2	0	0	2	1	2	1	2	1	1	1	1	
Angry Intensity	3	4	4	0	0	1	3	0	0	1	0	0	0	0	0	2	2	2	2	2	2	2	0	0		
Frustrated Intensity	1	1	4	0	2	2	2	2	0	0	0	0	0	0	0	2	0	2	0	2	0	0	0	0		
Disappointed Intensity	3	3	3	0	2	2	3	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Anxious Orientation	-1	-1	0	-1	-1	-2	-2	-2	-1	-1	-2	-1	-1	-1	0	0	1	1	1	1	1	1	2	0		
Nervous Orientation	-1	-1	0	0	-1	-2	-2	0	-1	0	-1	-1	-1	-1	0	0	0	1	1	1	1	1	1	1		
Angry Orientation	-1	-3	-3	0	0	-2	-2	0	0	-1	0	0	0	0	0	0	1	0	0	0	0	0	0	0		
Frustrated Orientation	-2	-1	-2	0	-2	-2	-2	-2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Disappointed Orientation	-2	-1	-2	0	-2	-2	-2	-3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

Note: Post: Approximately 3 months Post Intervention

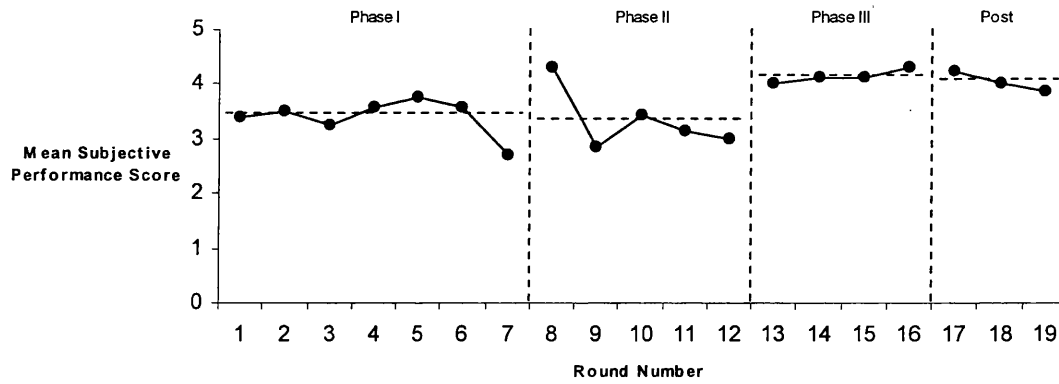


Figure 5.3.1 Mean subjective performance scores for Performer A

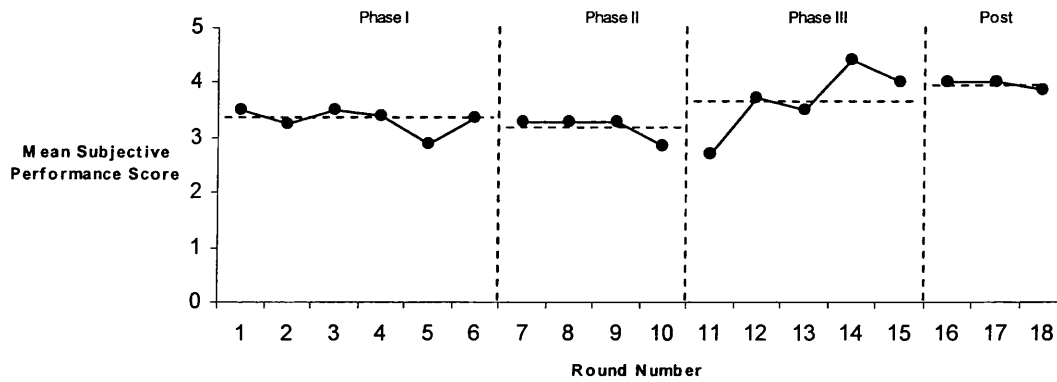


Figure 5.3.2 Mean subjective performance scores for Performer B

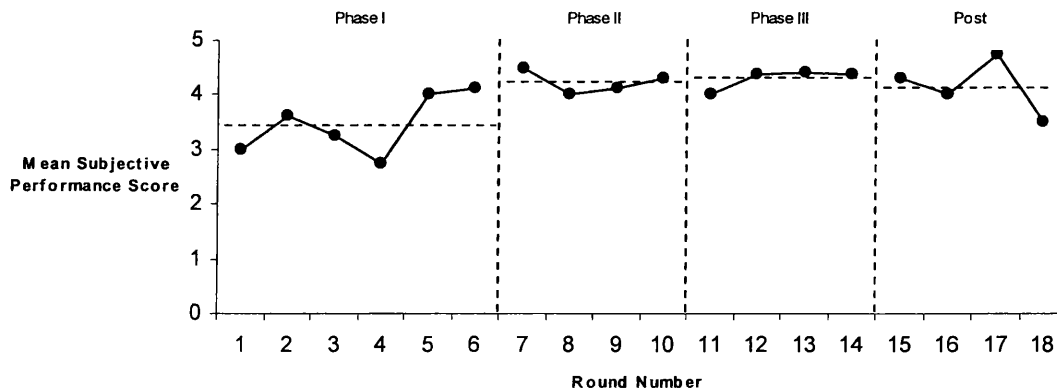


Figure 5.3.3 Mean subjective performance scores for Performer C

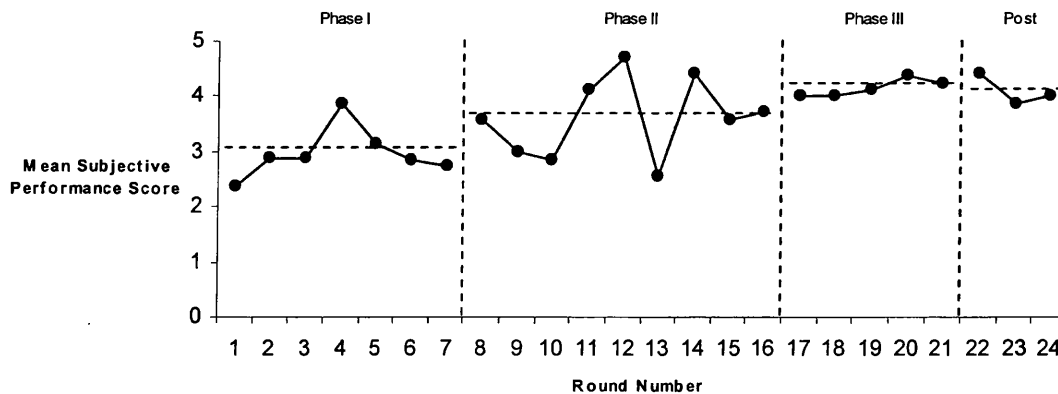


Figure 5.3.4 Mean subjective performance scores for Performer D

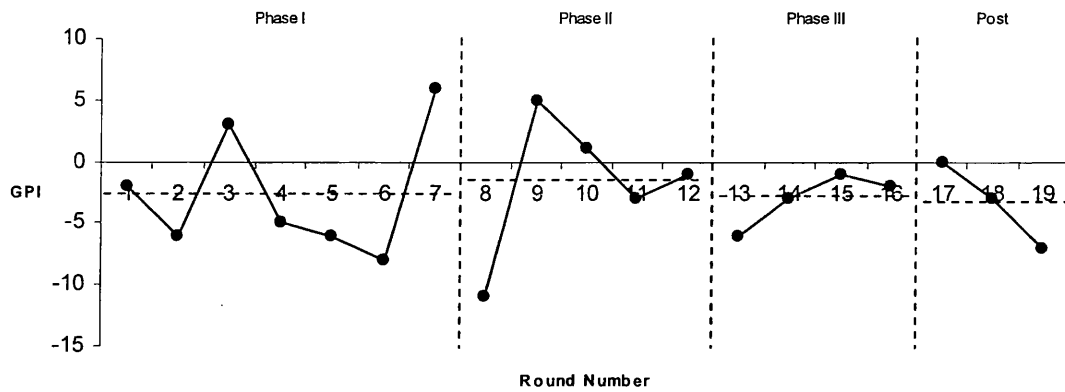


Figure 5.3.5 GPI profile for Performer A

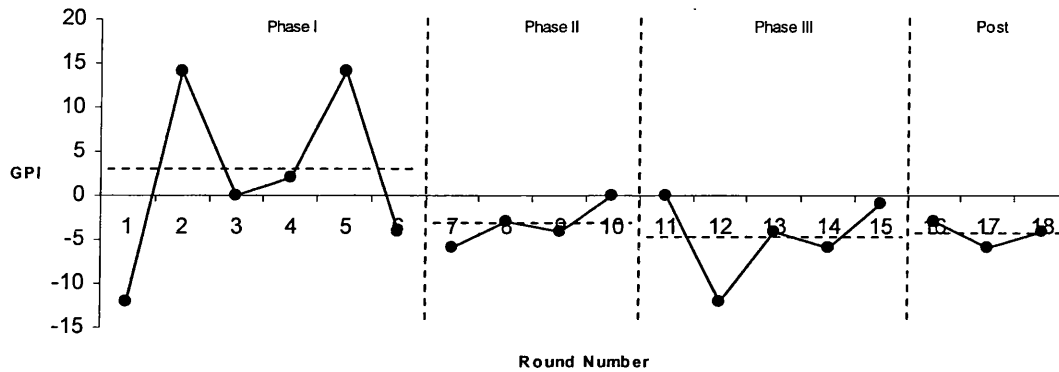


Figure 5.3.6 GPI profile for Performer B

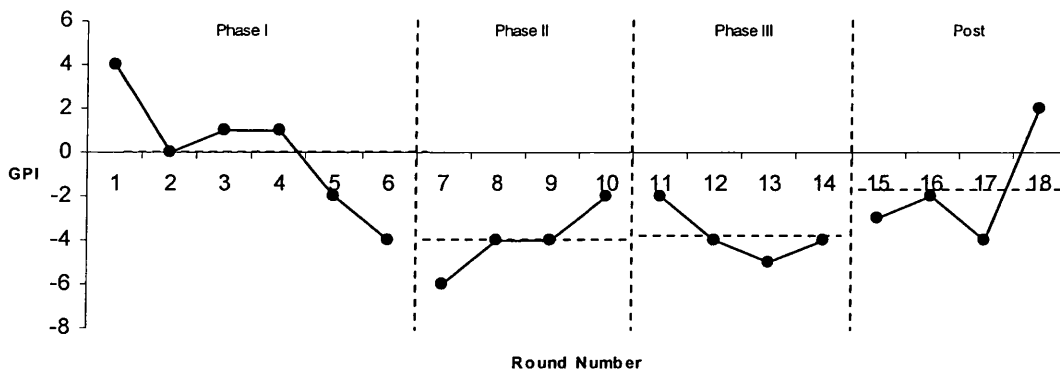


Figure 5.3.7 GPI profile for Performer C

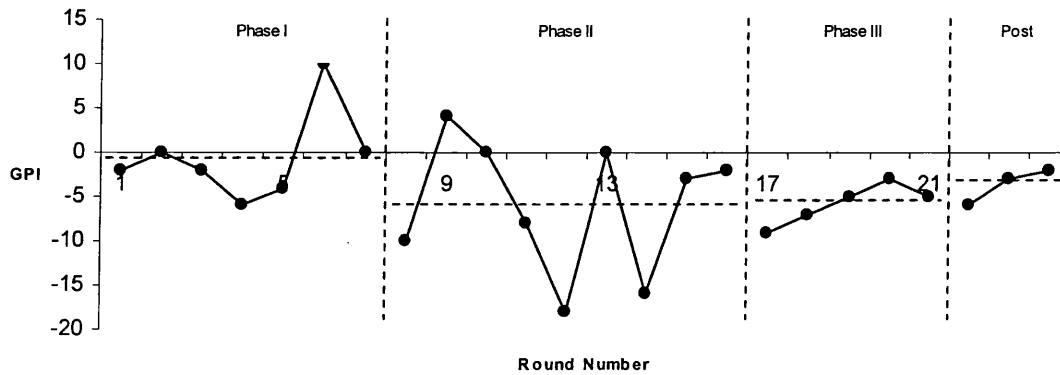


Figure 5.3.8 GPI profile for Performer D

5.3.5 SOCIAL VALIDATION

5.3.5.1 DURING INTERVENTION

The mean believability of self-statement scores collected throughout Phase II, Phase III, and post intervention, and the effectiveness of these statements in assisting focus and performance during Phase III and post intervention are presented in Table 5.3.5.

Table 5.3.5 Mean believability and effectiveness scores reported by participants

	Believability			Effectiveness (Focus)		Effectiveness (Perf)	
	Phase II <i>M</i>	Phase III <i>M</i>	Post <i>M</i>	Phase III <i>M</i>	Post <i>M</i>	Phase III <i>M</i>	Post <i>M</i>
Performer A	4	4	4	4	4	3	3
Performer B	4	4	4	4	4	1.4	2
Performer C	3	3.43	4	4	4	4	3
Performer D	3.27	3.78	3	4	3	4	3

Note: Effectiveness (Perf): Effectiveness of self-statements in assisting performance

Each performer rated the believability of the self-statements used in the intervention, on average, between 3 and 4, with 4 representing 'very believable'. The open ended responses provided insight into why the self-statements were considered believable. For example, in explaining their scores, Performer A stated 'these statements are relative to me and I can do this', and Performer B suggested that 'these statements are attainable' and 'I believe I can successfully apply them'. Similarly, Performer C said 'I know I can do exactly what I am saying' and Performer D explained 'when I conduct these routines normally, I perform well'.

The effectiveness values for assisting focus were consistently high for each performer. Explanations for these scores included: 'I was in my field' (Performer A); 'I concentrated on what I needed to do' (Performer B); 'it [technique] helped me

refocus' (Performer C); and 'I managed to focus, for once, on my putting' (Performer D).

For the question relating to 'assisting performance', the technique wasn't always interpreted as being effective by the participants. Where reported scores were low, Performer B explained that 'It did assist my focus, but when I started the physical routine after [technique] the negative thoughts crept back in'. In another situation, Performer B stated 'I managed to block out the people around me, but I felt uncomfortable with my practice swings, so this then affected my performance'. This explanation is also coherent with the negative interpretation reported by Performer B in Phase III (i.e., experience 5; see Table 5.3.2). When effectiveness scores for assisting performance were high, Performer C referred to the outcome of his shot: 'because of this I nailed the drive down the fairway'. Performer D explained 'I pitched close' and 'I sunk the putt'.

5.3.5.2 IMMEDIATELY POST INTERVENTION

The social validation interview considered the following five themes: a) procedural considerations; b) practitioner evaluation (including responses to a questionnaire); c) effectiveness of the technique in changing focus and assisting performance; d) the role of this technique within the stress transaction; and e) the performers' interpretation of the purpose of the study. The subsequent narrative summarizes the responses of performers in relation to these themes largely in the form of "thick descriptive" quotes (see Patton, 2002).

5.3.5.2.1 PROCEDURAL CONSIDERATIONS

Comments relating to procedural considerations focused on the 'progression through the three phases', the 'commitment to each phase', and 'the importance of the

performers using their own dialogue within the technique'. Overall, the golfers viewed the benefit of working through each phase, as Performer C illustrated:

You [researcher] didn't throw it all together, all in one, it was broken down nicely. By the time you come out of each section, after sitting down and talking to you, it all made sense and the end product has been really good.

Commitment to the procedure from each participant was high throughout the study. Three of the performers did acknowledge that they were not fully committed in the first two phases due to boredom, a lack of immediate benefit, and wanting to integrate the technique immediately. For example, Performer A stated:

At the start my commitment wasn't that great because it was kind of boring, because in the first phase you are just writing stuff down, it's not benefiting. As I got through to the second phase, I started working on the technique and I can see the benefits now, so it is quite fun to do.

The need for immediate benefits was highlighted by Performer C who stated 'within the first phase I did feel as though, when we started phase I, I was already thinking about what phase III would be like. I just wanted to start doing it'. This was also reinforced by Performer D

I tried to jump ahead from phase two, which you told me I shouldn't do, and that's a red rag to a bull and you can't stop that from happening. I understand why you'd want to try and do that, but tell me that and I'm up all night thinking about it. I can see the logic, I just wanted the immediate results, so I got on with stage three earlier than I probably should have done, but it did get results.

When using the technique, each performer emphasised the importance of using their own dialogue within the cognitive behavioural technique to increase

believability. For example, Performer A stated that 'it [using personal dialogue] increases it [believability], because I understand what I am saying more than anyone else'. Performer C was also more comfortable with his own dialogue:

Well they [your own words] are important because you are not like a robot then, if I was using your words I'm just acting as a robot and doing whatever you are saying but I'm using my own things to be myself and I'm more comfortable with that then.

5.3.5.2.2 PRACTITIONER EVALUATION

The statements provided by performers in relation to practitioner provision were consistent with responses to the 'evaluation of sport psychology service questionnaire', where all golfers replied '5' (i.e., yes) to each of the questions. For example, Performer C found the one to one design beneficial:

I think with the one to one meetings that we were having, it makes it a lot easier to use the thing [technique], so yeah, it was good. Basically, you can bounce things back off yourself, which is good, so you have a more mental picture of it [the technique] in your head, how to work it.

Performer D was full of praise for the support provided by the researcher, '[laugh] to be honest, I was treated very nicely, very fairly, and with great consideration, which is kind of surprising. Probably better than I deserve'. This was supported by Performer C:

To be honest, I think it has been fantastic, the way I have been treated personally is that I have had as much help as I've wanted, I've been able to pick the phone up if I've got a problem and ring you which is fantastic as you can bounce your ideas straight off, so they are not lingering in the back of your head. You get them off of your chest straight away. With the one to one

meetings, it has been brilliant; it is just having your own personal back bone to bounce ideas off.

5.3.5.2.3 EFFECTIVENESS OF TECHNIQUE

The effectiveness of the technique in altering the performer's interpretation of emotions, changing the focus of the golfer, and assisting performance was supported by all participants. Explanations for effectiveness were collated under 'amount of dialogue', 'staying in the present', 'focusing on the task', 'focusing on playing the best shot possible', and 'having the confidence to focus during difficult holes'. For example, Performer B explained that the technique helped alter his focus through the amount of dialogue used

It was effective because I wasn't thinking about things around me I was just concentrating on saying in my head about every step, addressing and understanding and then rationalising it. So because I was saying so much stuff it kind of changed my focus completely.

In addition, Performer B stated that the technique allowed him to stay 'in the present':

I was thinking about exactly what I needed to do and kind of staying in the present, thinking about what I was doing now and not about negative past experiences and I wasn't thinking about the outcome.

Performer C suggested that the technique was effective in changing his focus towards the task in hand:

It started to make you think. Before I used to get down after a bad hole, then have a few more bad holes following it because you couldn't get it back out of your system. It [the technique] has been effective because it's sort of changed the outlook of a bad situation and turned it into a more positive situation. Instead of it getting you down for a few holes, you have forgotten that bad

situation and you are just getting on with the next job in hand and just playing the next shot.

The change of focus from unwanted thoughts to the task was also illustrated by Performer D:

Well I suppose it is a routine in itself. It stops you dwelling on what happened or whatever has gone before. I don't think you can perform when you are there thinking 'why the hell did I miss that putt?' or 'the last time I was here I hooked the three wood.' I don't think that is a helpful frame of mind, we all get into to it, some of us more so than others and somehow you've got to get out of it. You know you've got to get out of it, but you don't necessarily know how to, or you don't want to in some way. It [the technique] gives you something else to think about, it gives you a focus; it gives you a mechanism to get onto the next stage and get on with that next shot in a positive way. It helps you to make the transition

In addition to changing focus towards the task, the golfers also supported effectiveness of the technique in assisting performance. For example, many of the performers suggested that the use of the technique changed their focus to play the best shot they possibly could. Performer D stated:

It did change what you're focusing on, because I am still thinking 'this is a difficult putt for me and everyone else seems to knock it in', and on the 14th I was the third person to knock it in which means I am closest to the hole, not by much but I am closer and the other two knocked their balls in. If you think that isn't affecting me, my bloody putt, it certainly is, and I was stood there thinking 'the last thing I wanted to do was see them actually sink it' and then I'm thinking 'well if they sunk theirs then it obviously an easy putt, and I have

sunk these putts before'. So I went through the routine and it did distract me from the thought about missing the putt, I did change my focus to playing the best putt I possibly could, which missed one ball to the right, because of technical issues.

Performer C reinforced this point through comparison of pre-shot routine prior to and post intervention:

I was stood on the tee, had a bad thought and instead of playing the shot, I actually stepped back from the ball, went through the system [technique], then I went through the routine [physical], and then I just nailed the shot. If I had stood over the ball like used to, I would have just played the shot which was in my mind, pulled it, but instead, by stepping back and going through the system, it helped me refocus and just hit the shot which I wanted to play.

Performer A suggested that his performance has been affected by the technique through an increase in confidence on problem holes:

...because I have got this technique now, I know I can hit better shots on the holes I've been struggling with. I've been able to basically work on my shot shaping better because I am that much more positive now that I am confident that I am going to hit a draw or a fade right where I need to.

5.3.5.2.4 ROLE OF TECHNIQUE IN STRESS TRANSACTION

In relation to the transactional perspective of competition stress, all performers provided examples of when the technique was integrated into performance, illustrating all components of the stress process including emotional orientation. Performer B provided an example of how he interpreted his anxiety and nervousness as unimportant due to the use of technique when playing off the first tee on the back nine (i.e., tenth hole):

I'm starting on the 10th tee. There was a lot people there watching, a lot of people on the practise green practicing, and I had a strong wind against, in the face [*Stressors*]. I was thinking 'I don't want to hit a bad shot now', 'I don't want to hit the water left now', I don't want to mess up', because I wanted to perform well and I wanted to look good in front of all the people watching [*Appraisals*]. I was then feeling anxiety mainly and perhaps a little bit of nervousness as well [*Emotions*]. This was quite early on, so I didn't view them [emotions] as beneficial, I just viewed them as unimportant, whereas before they were negative [*Orientation*]. When I felt them, I stepped back, stood behind the ball with the bag out of the way and everything. That [the technique] helped me change my focus and I actually hit a good drive down the middle, so I was happy [*Subsequent Performance*].

5.3.5.2.5 PURPOSE OF THE STUDY

With respect to the actual purpose of the study, no performer accurately described what the intervention aimed to achieve. For example, Performer C explanation was quite general in that he believed the purpose of the intervention was to increase his mental strength:

I though it [the purpose] was to break down the barrier of using the mental side rather than just the physical side of the game, which many people don't think amounts too much, but I think this study has proved that wrong and there is a mental side. You have to be mentally strong to perform at the end of the day.

Performer D suggested the purpose was to have a technique available to assist performance by 'looking for a consistently applicable mental process to assist someone in delivering the best performance that they are physically capable off.'

5.3.5.3 THREE MONTHS POST INTERVENTION

Three months after the intervention, all performers stated that they still incorporated the cognitive-behavioural technique, using it consistently through practise and competition. The golfers also reported that they still found the technique useful and effective in altering focus and assisting performance. Explanations for this effectiveness were identical to those identified in the first interview conducted immediately after final data collection. However, the performers did identify new themes relating to the benefit of 'having the technique at their disposal', 'viewing emotions as natural and beneficial for performance', and 'using emotions as a trigger to use the technique'. For example, Performer B suggested that the technique helped improve the transfer of his performance from the range to the competition:

Converting the good [physical] technique from the range to the course has been my problem, but because of the ARC technique I have been feeling more comfortable and it has been easier for me to perform well. I think specific changes are due to working on the technique.

Performer A explained that due to the technique, he learnt to view his emotions as natural, thus not affecting performance:

I know now that I naturally get nervous and anxious on the tee and I haven't got to worry about it as I can take them as positives and know I can do a normal swing and rip it down the middle.

Performer C emphasised that the technique allowed him to act when experiencing emotions:

Well, if I'm anxious about a shot now, I use the system. I won't just stand over the ball and hit it, I'll step back talk through the system which we have

got in place and then start again, go through the routine [physical] with a fresh mind set.

5.4 DISCUSSION

The present study demonstrated a treatment effect of the self-statement intervention across all four participants with more facilitative interpretations of emotions reported. Collectively, these results provide support for an empirically grounded intervention programme and suggest that the cognitive-behavioural procedure adopted can be an effective technique for the enhancement of golfer's overall pre-performance affective experiences and subsequent emotional interpretation.

The main purpose of the study was to alter the emotional orientation of the performers. To assess this change, six visual inspection criteria were incorporated and adhered to (see Hrycaiko & Martin, 1996; Martin & Pear, 1996). To elaborate, the performers' emotional orientations were consistently debilitating prior to the intervention, then immediately changed to facilitative after intervention, satisfying three of the visual inspection criteria. Specifically, that there would be a stable baseline, replicated effects across participants, and a quick intervention effect. In addition, only one overlapping data point was observed and the size of change was also considerable, adhering to two more of the criteria. Finally, the successful use of a cognitive restructuring technique to interpret emotions as facilitative is coherent with existing research (i.e., Hanton & Connaughton, 2002; Hanton & Jones, 1999a, 1999b; Hanton et al., 2004; Thomas et al., in press), therefore satisfying the last criterion.

The change of emotions to facilitative towards upcoming performance was coherent with the golfers' explanations for the effectiveness of the technique. Indeed,

through the social validation interviews, the performers provided accounts of how, when emotions were experienced, the cognitive-behavioural technique altered focus and helped performance. Specifically, concentration was directed toward the task in hand and on the best possible shot, and 'having the technique at their disposal' increased confidence on problematic holes. Central to this effectiveness and increase in self-belief was the use of the golfers own dialogue (Ming & Martin, 1996). Indeed, what performers repeat to themselves is a critical component of appropriate cognition, in that, thoughts directly affect the emotions felt (Lazarus, 2000b), and also performance (Theodorakis, Weinberg, Natsis, Douma, & Kazakas, 2000). Within this study, the golfers suggested that the integration of their own words into the technique helped the believability and usefulness of the self-statements in altering the interpretation of emotions, changing focus, and assisting performance.

The accounts provided by the golfers to verify an intervention-related improvement in specific performance is supported by the subjective and objective performance scores. Although not satisfying all the visual inspection criteria by demonstrating overlapping data points and not exhibiting a stable baseline or an instant effect, the values for each performer did, in general, improve after the intervention. The mean GPI scores were better for two of the performers post intervention (i.e., Performer A and B), while Performer C and D consistently scored below their handicap during Phase III. In addition, the subjective scores were greater and more consistent after intervention was implemented. The improvements in performance observed were not considered as an objective of the study, but are, nevertheless, consistent with previous intervention research (e.g., Hanton & Jones, 1999b).

This study's use of a single, theoretically focused, cognitive-behavioural technique has proved successful in altering the emotional orientations of golf performers and has also coincided with an improvement in golfing performance. The effectiveness of this technique in assisting change may have been influenced by the thorough procedure adopted. For example, previous intervention research has been criticised due to: a) the lack of transparency in which of the multiple techniques provided the greater modifying effect upon the dependent variable(s); and, b) minimal description of how and why the techniques used were actually effective (Ming & Martin, 1996; Vealey, 1989). This investigation, however, has gone beyond the methods employed in previous multimodal intervention research by enabling precise and clear monitoring and explanation of the processes of change (i.e., through performers own narrative).

CHAPTER VI

GENERAL DISCUSSION

6.1 INTRODUCTION

The purpose of this thesis was to provide a more contemporary exploration of the competition stress process in sport performers by embracing recent theoretical perspectives. The first objective towards achieving this aim was to address the issues surrounding the conceptualisation of competition stress, including its definition and operation. Through a critique of the relevant literature, Lazarus' (1990, 1991a; Lazarus & Folkman, 1984) transactional view of stress was advocated, in conjunction with the notion of emotional orientation (Fletcher & Fletcher, 2005; see also Fletcher et al., 2006). Within this outlook, competition stress is considered as a dynamic process, where clarity exists in the classification of distinct stages and processes (see Fletcher et al., 2006).

Based on the arguments presented in the literature review, the intention of Study 1 was to investigate the stressors experienced by elite and nonelite sport performers with the aim of identifying the broad range of demands encountered within the competition environment. Study 1 highlighted five performance and five organizational stress sources, with a similar quantity of stressors experienced by elite and nonelite performers and some demands being common and some unique to each group. It was concluded that in order to provide a detailed understanding of the competition stress process experienced by performers, all the stressors encountered by athletes' within the competition environment should be considered.

The aim of Study 2 was to provide a clearer insight into the competition stress process than that previously presented by researchers by acknowledging additional

stages of the stress transaction. Specifically, the findings of Study 1 were used as a foundation for this investigation whereby the appraisals, emotions, orientations of these emotions experienced by athletes with respect to upcoming performance, and subsequent behaviour in reaction to the given stressor(s) were examined. The subsequent narrative provided by the performers suggested emotional orientation to be a pivotal factor within the competition stress transaction. Indeed, a facilitative interpretation of emotions coincided with increased motivation, effort, and concentration. In comparison, where negative interpretations were observed, performers reported being distracted from performance.

The final study in this thesis culminated the exploration into the competition stress experience by examining the effects of a systematic cognitive-behavioural intervention programme on the further appraisals of four golfers who interpreted their emotions as debilitating towards upcoming performance. The findings demonstrated an immediate intervention effect on emotional orientation, with interpretations changing to facilitative or/and unimportant. The in-depth social validation process provided explanations for this transformation, which included a change of focus from the emotions and negative thoughts towards the task in hand. Improvements or more consistency in levels of subjective and objective performance were also reported, which were, again, related to the cognitive-behavioural strategy adopted. Specifically, the golfers suggested that the self-statement technique they utilised allowed them to change their focus to play the best shot they possibly could or/and gave them more confidence to perform effectively during problematic holes.

The following section will discuss the findings of the three studies in relation to the existing theory and previous research, focusing on the contribution that they make within the area of competition stress. This chapter then concludes with the

discussion of the practical implications from the thesis findings, the thesis limitations, and directions for future research into the area of competition stress.

6.2 DISCUSSION

The perspective adopted in this thesis is that competition stress should be viewed as a transaction (Lazarus, 1991a; Lazarus & Folkman, 1984) whereby the environmental demands (i.e., stressors) that a performer endures, the cognitive and emotional responses to these demands, the subsequent behaviour, and the evaluation of this transaction are all considered when understanding the performer's experience prior to competing in sport. A further, and important, addition to this process was the consideration of a performer's emotional orientation (Fletcher & Fletcher, 2005; Fletcher et al., 2006). This *further level* of appraisal after the emotion(s) has been experienced involved the athlete's interpretation of this emotion(s). That is, whether it is viewed as facilitative or debilitative with respect to upcoming performance.

Collectively, the findings reported in this thesis support the transactional perspective advocated by Lazarus (Lazarus, 1991a; Lazarus & Folkman, 1984) in conjunction with Fletcher and associates' notion of emotional orientation. Indeed, to the best of the author's knowledge, this body of investigation was the first to have considered a more comprehensive outlook of the competition stress process, by acknowledging the stressors, appraisals, emotions, further appraisals, and subsequent behaviour experienced by sport performers. This insight was facilitated by an in-depth analysis of the demands that performers encounter within competition (i.e., Study 1).

In addition to providing a broad range of competition stressors for the purpose of transactional analysis, Study 1 was unique in that it presented demands that were conceptually accurate, existed within the competition environment, and emanated

from both performance and organisational sources. Previous research into the stressors encountered by performers has: a) labelled cognitive and emotional responses as stressors (e.g., Gould et al., 1993; James & Collins, 1997; Scanlan et al., 1989, 1991); b) not considered demands in a specific time frame (e.g., Fletcher & Hanton, 2003; Hanton et al., 2005; Woodman & Hardy, 2001b); and, c) neglected the actual origin of these demands (e.g., Dugdale et al., 2002; Giacobbi et al., 2004; Holt & Hogg, 2002; Noblet & Gifford, 2002). The development of a conceptually precise framework that considers the performance and organisational stressors existing within the competition environment is therefore important for both research and practical purposes. Essentially, therefore, this framework can be easily integrated into investigations that wish to examine the competition stress transaction and provides practitioners with a foundation to screen the potential demands encountered by athletes.

Returning to the examination of the competition stress transaction, Study 2 and Study 3 are novel in that they are the first to provide a more complete outlook of the stress process experienced by performers. Specifically, previous research has only considered the appraisal and coping strategies of performers when encountering different stressors within the competition environment (e.g., Anshel & Delany, 2001; Anshel et al., 2001; Dugdale et al., 2002; Holt & Hogg, 2002; Nicholls et al., 2005; Nicholls et al., 2006; Tenenbaum et al., 2003). In comparison, Study 2 also considered the emotions of the performers, the interpretations of this response with respect to performance, explanations for the interpretation, and subsequent behaviour. The findings provided support for the inclusion of emotional orientation within the competition stress transaction by demonstrating the further appraisals of performers to be pivotal in how initial appraisals and emotions influenced behaviour. Indeed,

debilitative interpretations of experienced emotions were consistent with negative behaviour, whereas facilitative interpretations coincided with positive actions, such as increased effort or focus on the task in hand.

Founded on the explanations of participants within Study 2 for their facilitative interpretations, Study 3 then employed a cognitive-behavioural intervention to alter the debilitating interpretations of performers. The self-statement 'ARC' technique adopted immediately changed the golfers' emotional orientation from debilitating to facilitative. Responses to the social validation interview validated the findings in Study 2 through highlighting that when emotions such as anxiety, nervousness, disappointment, frustration, and/or anger were experienced, the self-statement technique helped to increase focus on the task in hand. In addition, and furthering the findings of Study 2, the golfers not only described how the technique assisted their focus, they also offered explanations for how their actual performance was then positively affected. Specifically, Study 2 identified that an increase in motivation, effort, and concentration was coherent with facilitative interpretations, yet it did not provide insight into how this influenced specific and overall performance. Study 3 demonstrated an improvement in subjective and objective performance, with the accompanied narrative (i.e., from the social validation interviews) suggesting that the golfers were able to focus on the best shot possible and actually perform that shot effectively.

The accounts provided by the golfers when conducting the social validation interviews also illuminated the competition stress transaction from the moment the stressor(s) was recognised to the resulting behaviour, with the effective role of the self-statement technique within this process further verified. Specifically, the example given by Performer B included information about the stressor(s), initial

appraisals, the emotions experienced, the interpretation of these emotions, how the technique was successfully included, and the subsequent effect on behaviour (i.e., performance). Within his description, Performer B suggested that he felt anxious and slightly nervous because he didn't want to mess up and wanted to perform well in front of the people watching. Being aware of these emotions 'prompted' the golfer to employ the technique, which helped him change his focus and 'hit a good drive down the middle'.

The example offered above by Performer B, and those provided by the Performers in Study 2 (see section 4.4), not only illuminated the competition stress transaction (with emotional orientation), but also supported Lazarus' cognitive-motivational-relational theory of emotions (Lazarus, 1991b, 1993, 1998, 1999, 2000a). Lazarus suggests that every emotion is the consequence of a set of appraisals and that each emotion then involves its own innate *action tendency*, which can be concealed or overridden by the process of coping (Lazarus, 1991b). For example, the action tendency in anxiety is avoidance or escape. However, when the performers in Study 2 and Study 3 reported facilitative interpretations of anxiety, their tendencies were towards an increase in motivation and focus on the task in hand. This, therefore, suggests a change in tendency from that proposed by Lazarus (1991b). The change described by the performers in Study 3 was due to the 'ARC' technique where, once the emotion was experienced, they altered their focus from the initial appraisal and emotion towards the task in hand.

Central to the cognitive behavioural technique adopted in Study 3 was the golfers' acknowledgement and use of components considered within the competition stress process. Specifically, it was important for the performers to first address and understand what they were experiencing through recognizing their feelings (i.e.,

emotions) and what they were thinking (i.e., appraisals) in relation to the situation (i.e., stressors). The justification for this initial stage of the 'ARC' technique was twofold. First, it adheres to the Cognitive Behavioural Modification approach proposed by Boan (2006) and considers Lazarus' (1999) premise that every emotion is the result of an individual's appraisal. Indeed, Lazarus suggested that each emotion "tells a different tale" about how a person appraises the environmental demands he or she encounters. Therefore, it is necessary for the performer to be aware of that 'tale' before attempting to alter the orientation of these emotions. Through accepting these thoughts and feelings, they could then concentrate on a rationalization and restructuring process that involves that initial narrative (see Boan, 2006). Consistent with the notion of emotional orientation, the performers in Study 3 did adopt the technique once the emotional response was recognised and, in coherence with Boan (2006), the golfers emphasised the importance of understanding what they thought and felt. For example, Performer C highlighted that being aware of his anxiety encouraged the use of the cognitive-behavioural 'system', while Performer B stated that:

I kind of found weaknesses which I never realised were there. I also found things that I didn't realise were important actually were. The weaknesses found in stage one [Address] did affect me and stage two [Rationalise] and stage three [Change] helped me overcome these weaknesses.

For the performers in Study 3, the awareness of their emotions, therefore, allowed them to initiate the 'ARC' technique and rationalise and restructure their thoughts. Lazarus (1991a) suggested that 'the moment an emotion occurs it becomes food, so to speak, for the next appraisal and emotion'. This is relevant to the golfers who adopted the 'ARC' technique within Study 3. Applying the same analogy as Lazarus,

without the technique the emotions tasted 'sour' because the further appraisals were of a negative connotation in relation to performance. Nevertheless, after the 'ARC' technique was learnt and then applied, the emotions started to become more appetizing and, as a consequence, performance was positively affected.

6.3 PRACTICAL IMPLICATIONS

The discussion of how the findings of this thesis can be used to benefit performers will adhere to the transactional perspective of the competition stress process. Specifically, the following section will focus on interventions aimed at influencing the appraisals and coping strategies of performers when encountering demands, along with techniques to help change athletes' interpretations of their emotional states.

The findings of Study 1 and Study 2 highlight the importance of practitioners effectively preparing performers for the variety of demands that they may face in the competition environment. Specifically, the observation that performance and organisational stressors may be experienced at the same time, with the outcome being a detriment in behaviour, suggests that a corresponding diversity of strategies could be implemented. For example, to help the performer when they encounter performance-related stressors, practitioners may need to focus on interventions that facilitate the use of effective appraisal and coping strategies (Fletcher et al., 2006). These include techniques such as verbal persuasion and positive self-talk (Hardy, Hall, & Alexander, 2001; Hardy et al., 1996), the rationalization of thoughts and images (Hanton & Jones, 1999a & b), and the use of various forms of imagery such as motivational mastery (Callow, Hardy, & Hall, 2001). In addition, Hanton et al., (2004) have suggested focusing on the building of robust perceptions of the athlete's enactive mastery or performance accomplishments.

In conjunction with the teaching of these techniques, sport psychologists should also consider the organisational-related stressors that performers experienced. Here, the practitioner can utilise two strategies: 1) assist the performer to effectively deal with these types of demands during competition; and, 2) help the organisation prevent or effectively manage such stressors. Focusing first on the performer, a similar strategy to that used in the 'ARC' technique can be employed. This involves the exploration of individual's appraisal of circumstances to provide a deeper understanding of the encounter, using the information gathered to develop and carry out decisive, problem solving action plans. This form of transformational coping has been successfully applied within occupational psychology (e.g., Maddi, 1987; Maddi, Khan, & Maddi, 1998; Maddi & Khoshaba, 2005). Its comparability to the 'ARC' technique lies within the individual's recognition and consideration of what is currently affecting him or her. The difference is then within the time scale of the actual coping process. Within the 'ARC' technique, the Rationalize and Change stages are performed in a relatively short time, whereas Maddi and associates outline a longer 'pen and paper' method.

With the second strategy, the sport psychologist attempts to work closely with the organisation and performer(s) to identify and prevent any possible crises and/or to create contingency plans through 'what if?' scenarios and simulation training (see Fletcher & Hanton, 2003; Fletcher et al., 2006). Further, a more proactive and preventative approach to stress management may involve the altering of training and competition environments, technologies, or organisational structures (cf. Fletcher et al., 2006). Examples include: rule changes; role restructuring; organisational restructuring; profiling the organization; and educational workshops. Crucial to this latter approach is the appreciation of the ever-changing nature of environments and

the acceptance that some organisational demands are an unavoidable part of contemporary sport (Fletcher et al., 2006). Indeed, organisational-level interventions conducted within occupational psychology are generally most effective when implemented systematically, with careful and prolonged monitoring of the environment (Burke, 1993; Ivancevich & Matteson, 1987; Murphy, 1988).

The findings from Study 2 also suggested that an intervention to improve the emotional orientations of performers may be effective in assisting behaviour. This was supported by the results of Study 3, which showed that the cognitive-behavioural technique adopted altered the performers' interpretation of the emotional response with respect to upcoming performance. In addition, the results, and subsequent explanations provided, imply that this technique may also benefit behaviour during competition. The 'ARC' technique is therefore advocated for use by other practitioners within the field. Further, when employing this technique with performers, sport psychologists are advised to adopt the thorough and systematic single-subject procedure used within Study 3. Specifically, although many of the golfers did have initial reservations about the first phase of the programme (i.e., monitoring), due to it being perceived as 'boring', 'like homework', and 'not immediately benefiting', they did not view these issues as serious enough to drop out of the programme. They also acknowledged the importance of the first phase once continuing through Phase II and Phase III. Specifically, the monitoring stage allowed the performers to become more aware of what negatively affected them during competition. Indeed, this method allowed for efficient observation of the golfers experiences throughout the programme, which included both subjective and objective performance.

6.4 LIMITATIONS & FUTURE RECOMMENDATIONS

Whilst this thesis has contributed further knowledge toward the understanding of competition stress in sport performers, the findings possess limitations that are related to three areas. These include: the cyclical nature of the competition stress process; considerations of other dimensions of the emotional response in addition to orientation; and the assessment of a broader range of emotions experienced.

Lazarus (1991a; Lazarus & Folkman, 1984) emphasised the adaptive, reciprocal, nature of the stress process, which suggests that competition stress should be considered over time and not only within one instance. The stressors identified within Study 1 and the experiences described in Study 2 were, however, salient to the competition environment alone. Specifically, they did not consider the demands that athletes encounter, and the subsequent responses, over a competitive period. Interestingly, previous research has found that performers experienced more organisational than performance stressors (e.g., Fletcher & Hanton, 2003; Hanton et al., 2004). These findings are inconsistent to those reported in Study 1, but may be explained by the different temporal periods examined within each study's method. To elaborate, Hanton and associates considered the demands faced by performers within a general context. It is, therefore, possible that outside of the competition arena the performer will encounter more organization stressors than those directly related to the upcoming performance. Nevertheless, this can only be confirmed if future research attempts to identify the stressors experienced by performers at different stages prior to competition. This line of enquiry could adopt a similar procedure as that employed by competitive anxiety researchers (e.g., Hanton et al., 2004; Thomas et al., 2004), where data was collected at four precompetition stages (i.e., 7 days, 2 days, 1 day, and 1 hour prior to competition). Such an investigation would give an insight into what

stressors occur at what stages and whether certain demands cause or interact with future ones within the competition environment.

Although important to identify the demands encountered by performers across the longer precompetitive time period, it is also pertinent to investigate the cyclical process of the stress transaction. Specifically, to examine: how individuals appraise the various stressors; the emotional response; further appraisals; subsequent behaviour; performers evaluation of this transaction; and, whether the outcome of this evaluation influences future transactions. Indeed, the transactional perspective advocated by Lazarus (1991a; Lazarus & Folkman, 1984) does not only consider the meaning the individual ascribes to an encounter (i.e., initial appraisals), it also suggests that the individual's subsequent evaluation of how that encounter has evolved will influence their future appraisals. Study 2 focused solely on 'snapshots' of the competition stress process and did not fully investigate the cyclical and adaptive stress transaction. Future research should, therefore, examine the reciprocal nature of competition stress through consideration of both organisational and performance stressors throughout a pre-performance time scale. This can be achieved through the use of a diary method, where performers are required to complete daily accounts of their experiences relevant to competition stress (see Nicholls et al., 2006).

A further limitation of Study 2 was that it did not measure the intensity or frequency of occurrence of the emotions experienced. Previous literature within the area of competitive anxiety has shown that both these dimensions are important when investigating performers' interpretations of symptoms associated with anxiety (see for a review, Mellalieu et al., 2006), as variations in both these components further highlight the differences that exist within individuals. Pertinent to this diversity is Lazarus' cognitive-motivational-relational theory of emotions (Lazarus, 1991a, 1993,

1998, 1999, 2000a), which suggests that relational meaning is the cognitive foundation of emotion, where emotions are the response to these appraisal mechanisms. It is possible, therefore, that different appraisals may result in similar emotions, but experienced at different levels (i.e., intensity) and rates of occurrences (i.e., frequency). Indeed, Lazarus (1991b) suggested that the intensity of the emotion experienced reflects the extent of commitment to a goal or stake in the encounter. These dimensions may then have an affect on how individuals interpret these emotions with respect to upcoming performance. Consider some of the examples reported in Study 2, although similar emotions were experienced, the thoughts preceding these affective states differed. The intensity and frequency of which these emotions occurred may also have differed, which could have affected emotional orientation and subsequent behaviour. Alternatively, the strategies adopted within the 'facilitative' examples may allow performers to cope with the varying intensity and frequency. Nevertheless, future research should acknowledge the intensity and frequency dimensions of emotions when investigating the competition stress process.

Due to careful consideration of the criticisms directed towards previous intervention research, Study 3 adopted a single-subject, multiple-baseline method, which included a thorough and systematic procedure. This allowed for: a more hands on, one-to-one, approach; a prolonged educational phase (i.e., Phase II) prior to acquisition of the cognitive-behavioural technique within performance; efficient and effective monitoring of experiences of competition stress and subjective and objective performance; and, an in-depth social validation protocol. Even though this study provides a number of implications for future applied investigations to consider, it does possess some limitations. For example, a restricted number of emotions were measured within the three phases of the intervention programme. The selection of

these five emotions was based on a method which highlighted them as the most frequently and most negatively experienced. Nevertheless, other emotions exist which may have been felt by the performers in Study 3 and that could have influenced their golfing performance (see for example, Jones et al., 2005; Robazza et al., 2004). Future research is, therefore, directed towards investigating a broader definition of the affective state, the orientations of these collectively experienced emotions, and the subsequent affect on behaviour. If the emotions are interpreted as debilitating, practitioners are then advised to examine the effectiveness of the ARC self-statement techniques in altering these orientations.

Similar to the first two studies, Study 3 did not consider the performers' evaluation of their experiences and how that influenced future transactions. For example, responses to the social validation interviews offered explanatory insight into the role of the technique within the competition stress process. They did not, however, provide adequate information on how this explanation might have changed through the education and acquisition phases. From a developmental perspective, it would have been beneficial to examine how the performers reflected on the encounter, and whether the outcome of this reflection influenced the use of the technique in future, be it similar or different, situations. The diary method employed by Nicholls et al. (2006) could also be adapted to record the performers' accounts of this process.

6.5 CONCLUSION

In conclusion, this thesis has increased the understanding of the competition stress process experienced by sport performers. First, evidence has been provided that athletes encounter a broad range of performance and organisational stressors within the competition environment. Second, it was shown that performers' differed in their

appraisals of these demands, which influenced the emotions that they experience. The effect that these thoughts and emotions had on performance was determined by the athletes' further appraisals (i.e., emotional orientations). Finally, a cognitive-behavioural strategy was observed to successfully alter the interpretations of golfers prior to performance.

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APPENDICES

APPENDIX 1

STUDY 1 AND 2: PARTICIPANT INFORMATION SHEET AND CONSENT FORMS

Participant Information Sheet

Title of Project: Experiences of sport performers prior to competition

This project was stimulated by previous research in sport psychology which has investigated the different experiences of sport performers. We want to find out about the experiences of competitors like you, with particular attention on how you performed when encountering certain demands. Knowing this will allow us to help other performers deal with similar demands.

- This is an invitation to you to join the study, and to let you know what this would involve. The study is being organised by 1 PhD student in the Department of Sports Science at the University of Wales, Swansea.
- The study is being funded by the University of Wales, Swansea, and the Thomas and Elizabeth Williams Grant (Carmarthenshire).
- If you want to find out more about the project, or if you need more information to help you make a decision about joining in, please contact Richard Neil on the telephone number given at the bottom of this sheet, or email me.

Your Participation in the Research Project

Why you have been asked

In this project I am talking to sports performers and discussing any topics relevant to them in the hour before competition. Specifically, the purpose of this study is to gain insight into your pre-performance experience. That is, your thoughts about certain topics that may occur during that period.

What happens if you want to change your mind?

If you decide to join the study you can change your mind and stop at any time. I will completely respect your decision. If you want to stop it would help us if you could let us know (you could send us a note from the attached form, or telephone us) and it will save us bothering you with unnecessary telephone calls. There are absolutely no penalties for stopping.

What would happen if you join the study?

If you agree to join the study, then I will ask you to complete two formal interviews with the lead researcher. The interview would last about one hour and I would be trying to identify and discuss different experiences that you underwent during your sporting career.

Are there any risks?

I do not think there are any significant risks due to the study. I have piloted the interview with a number of people, and they told us that they were very straightforward, and not stressful. If you did feel that there was any stress involved you can stop at any time. Just tell the interviewer that you want to stop.

Your rights.

Joining the study does not mean you have to give up any legal rights. In the very unlikely event of something going wrong, the University of Wales, Swansea fully indemnifies its staff, and participants are covered by its insurance.

Any special precautions needed?

There are no special precautions, but if you want to take part and feel this could interfere with work or training commitments then I can arrange a very early interview time.

What happens to the interview results?

The information from this study will be used in two ways. Firstly, the findings from the interviews will be used for my own Ph.D. research thesis. Secondly, the results will be published in a scientific journal so that other sport scientists, coaches and performers can benefit from them. I would like to emphasise that your personal interview information will remain *completely confidential*. When presenting the results, I may want to use selected quotes from the interviews in order to illustrate important points. However, these quotes will be strictly anonymous, ensuring that your identity is protected.

Are there any benefits from taking part?

There are no direct benefits to you for taking part; however this study may help other performers who undergo similar experiences. When the study is complete and I have published the results I will let you know what I have found.

How I protect your privacy:

All the information I get from you is strictly confidential, and everyone working on the study will respect your privacy. I have taken very careful steps to make sure that you cannot be identified from any of the forms with confidential information that I keep about you.

I keep your name and address, and personal details completely separate from the other forms, and there is no information on the other forms that could let anyone work out who you were.

When I have finished the study and analysed the information, all the forms I use to gather data will be completely destroyed. I will keep the form with your name and address and I will keep a copy of the attached consent form for 10 years, because I am required to do so by the University.

PLEASE NOTE: YOU WILL BE GIVEN A COPY OF THIS SHEET TO KEEP, TOGETHER WITH A COPY OF YOUR CONSENT FORM

Contact Details:

Richard Neil

Telephone: 07790862269

Email: r.neil@swansea.ac.uk

UNIVERSITY OF WALES SWANSEA PARTICIPANT CONSENT FORM

UWS Ethics Protocol Number: 1
Participant name or Study ID Number: 1
Title of Project: **Competitive Experiences of Performers (2 Studies)**
Name of Researcher: **Richard Neil**

Participant to complete this section: Please initial each box.

1. I confirm that I have read and understand the information sheet dated for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. ☐
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, without my relationship with UWIC, or my legal rights, being affected. ☐
3. I understand that relevant sections of any of research notes and data collected during the study may be looked at by responsible individuals from UWIC for monitoring purposes, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my records. ☐
4. I agree to take part in the above study. ☐

Signature of Participant

Date

Name of person taking consent

Date

Signature of person taking consent

** When completed, 1 copy for participant & 1 copy for researcher site file*

APPENDIX 2

STUDY 1: CONTENT ANALYSIS OF RELEVANT COMPETITION STRESS-RELATED LITERATURE

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Perceptions of greater parental/coach shame			Lewthwaite & Scanlan (1989)	76 boys (aged 9 - 14) competing in wrestling in California state.	Same questionnaires used as in previous study (i.e., Scanlan & Lewthwaite, 1988).
Perceptions of greater parental/coach upset					
Perceptions of negative adult evaluations			Predictors of competitive trait anxiety in male youth sport participants.	(individual, contact sport)	Bold items were used for predictors of anxiety, others were related in literature or discussion.
Perceptions of greater frequency of negative criticisms			Empirical Study		Global feelings of low self-worth, reflected in low self-esteem, and more domain-specific indicators of lack of confidence in performance capabilities, depicted by low generalised performance expectancies, are related to higher levels of trait somatic anxiety.
Parental pressure to participate					
Parental pressure to win					
Exaggerated adult expectations and importance					
Self-esteem					
Generalised expectancy					
Importance of performing well					
Importance of winning					
Importance of goals					
Perceptions of consequences if demands are not met					
Perceptions of self-worth					
Upset with poor performance					
Negative adult evaluations and interactions					
Negative maternal interactions					
Negative adult affective reactions					
					Portion of variance of somatic and cognitive anxiety can be attributed to the perception that more difficult demands exist and/or that important negative consequences will accompany the failure to meet these demands.
					Worries about failure were depicted by importance on winning, performing well and poor performance experience.

Raw Data Theme	Higher Order Theme	General Dimension
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Prior Experiences Age		
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Perceived ability Tightness in neck Upset stomach Nervousness Awareness of heart beat Urge to urinate Ringing in my ears Yawning too much Trembling Throwing up General body sweating Sore muscles		
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Living up to Coach's expectations Not performing well Making foolish mistakes Making critical mistakes Letting team mates down Performing up to my level of ability		
--	--	--

Losing Quitting the team Pressure to win Poor workouts Mind going blank Choking up Falling for a sucker play Criticism by Coach Improving upon previous performance Value of athletics Psychological preparedness		
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		Fear of Failure Items
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generationSomatic Complaints
Items

SOURCE OF STRESS

Raw Data Theme	Higher Order Theme	General Dimension
<ul style="list-style-type: none"> Getting tired Lack of desire Feeling weak Own physical appearance Poor fit of equipment Coach ignorance Not enough rest Inability to 'psych up' Running out of gas Being afraid Remembering instructions Fear Going stale General restlessness Unable to concentrate Biting finger nails Feeling silly Own physical condition 		Feelings of Inadequacy
<ul style="list-style-type: none"> Jinx Behaviour of spectators Boisterous spectators Equipment failure Conduct of opponents Unfair officials Bad luck Temperature Weather People asking questions Being out coached Poor spectator turnout Condition of playing surface Noisy locker room 		
		Loss of Control

Kr

SOURCE OF STRESS

Raw Data Theme	Higher Order Theme	General Dimension
<div> Hurting an opponent Making my opponent look foolish Playing dirty Not being mean enough Swearing too much Sportsmanship Sex life Spectators booing </div>		Guilt
<div> Making a mistake Stress caused by parents/coaches/team mates </div>		
<div> Not performing up to level of ability Not improving upon last performance Participating in championship meets Not performing well Losing Not making the desired weight Not being able to get mentally ready to compete Making mistakes </div>		

SOURCE OF STRESS		REFERENCE	SAMPLE CHARACTERIS
Raw Data Theme	Higher Order Theme	General Dimension	
Faced with a strong opponent Interaction with an abusive coach Interaction with a highly demanding coach Critical group of team mates Desired goals Personal standards of performance Not achieving standards or goals Unconscious motives and conflicts Needs for competency Needs for mastery Needs for affiliation Importance of physical skills Importance of social skills Importance of social support Boredom Stagnation Staleness Lack of enjoyment		Situational (External)	Smith (1986) <u>A Component Analysis of Athletic Stress</u>
		Situational (Internal)	

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERIST
Raw Data Theme	Higher Order Theme	General Dimension		
Parental evaluation of athlete			Scanlan & Lewthwaite (1988)	Parental influences on y participants.
Coach evaluation of athlete				
Lack of involvement of parents			<u>From Stress to Enjoyment:</u>	
Lack of involvement of coaches			<u>Parental and Coach Influences on Young Participants</u>	75 boys (9 to 14 year
Involvement of parents				(Various sports standards)
Recognition of the time and money parents have invested			Empirical Study	
Own performance				
expectancies				
Others performances				
expectancies				
Athletes perceptions of parent				
Athletes perceptions of coach				
Parental pressure to participate				
Peer pressure to participate				
Worries of parental expectancies				
Worries of coaches expectancies				
Worries of social evaluation				
Fear of failure				
Letting parents/coaches/team mates down				
Unsure about success in competition				
Dislike coach				
Negative support from parents				
Negative emotions expressed by others about past performances				

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS
Raw Data Theme	Higher Order Theme	General Dimension		
		Negative aspects of competition Negative significant other relationships Demands/costs of skating Personal struggles Traumatic experiences	Scanlan, Stein, & Ravizza (1988, 1991)	Former elite figure skaters when performed at the national level (individual, subject sport)

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Playing a difficult shot Playing up to personal standards First tee shot Performing in front of a crowd Lack of practise Playing in poor weather conditions Worry about performing poorly Not playing well Poor practise prior to competition Worry about letting team down Losing to a rival Worry about not making the team or top position on the team Playing courses with improper yardage markers Players who hit the ball further Starting poorly in a round Need to impress team mates or coach Being psyched out by other players Getting beat by inferior players Thinking you hit a good shot when your really didn't Playing a course in poor condition Playing an unknown course Inadequate practise facilities			Cohn (1990) <u>An exploratory study on sources of stress and athlete burnout in youth golf</u> Qualitative Study (interviews)	10 high school golfers (Male, aged 15 – 17) (non-elite golfers)	Purpose of study to ascertain the sources of competitive stress and to determine whether reasons for burnout can be traced to these sources. Cohn uses Scanlan et al's (1988) definitions for categorising sources (i.e., Competitive, Demands and Costs, Personal Struggles, Significant-other relationships). Within the Competitive Stress items, it is arguable that some of them are actually responses.

SOURCE OF STRESS		REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension		
Reduced time spent with others Balancing school or golf with work Cost of practising Amount of practise needed to excel Physical injuries caused by overtraining Physical injuries reducing ability to play Questioning mental toughness		Demands and Costs	Cohn (1990) (continued)	
Questioning dedication to golf Striving to meet parents' expectations Striving to meet coaches' expectations Unable to make desired coaching change Pressure to beat team mates Disagree with a desired coaching change Parents watching when playing Lack of personal instruction Others' view golf as a 'wimp' sport		Personal struggles		
		Relationship with Significant Others		

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Perceived readiness			Jones, Swain, & Cale (1990) <u>Antecedents of multidimensional competitive state anxiety and self-confidence in elite intercollegiate middle-distance runners</u> Empirical study	125 elite intercollegiate middle-distance runners (male, 18 – 30 years) (elite individual sport)	Study developed and used the PRQ (Factor analyses). Findings revealed five factors, perceived readiness, attitude towards previous performance, position goal, coach influence, and external environment. 19 items were then depicted within these five factors. Out of the factors, perceived readiness best predicted cognitive anxiety, then attitude toward previous performance, then position goal. CA was +vely related to the difficulty of the goal and negatively related to the athlete's perception of whether the goal could be achieved. Supports Martens et al., that performance expectancies prior to competition are more strongly related to CA. SC and CA had common predictors External environment predicted SC, revealing the importance that athletes attach to performing conditions they consider suitable.
Attitude toward previous performance					
Position goal					
Coach influence					
External environment					
Perception of ones' own ability					
Perception of opponents ability		Found in literature			
Game importance					
Crowd					
Pre-contest warm-up routines					
Years of experience					
Physical readiness					
How well running					
Past 4 weeks training					
Fatigue					
Mental readiness					
Past 4 weeks racing					
Can you achieve time goal					
Previous position/pre race expectancy					
How feel about time					
Previous time/pre race expectancy					
How feel about position					
How difficult to achieve position goal					
Can you achieve position goal		Position goal			
Coach influence past 4 weeks					
Coach influence last race		Coach influence			
Suitability of track					
Suitability of weather					
Important to do well?		External environment			
How difficult to achieve time goal		Time difficulty goal			

SOURCE OF STRESS		REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension		
More butterflies than usual, over psyched, too tense Put pressure on self, anxiety Fell apart mentally, mental let down Not intense enough, under aroused, too relaxed Did not care, wanted to forfeit	Negative feeling states		Gould, Eklund, & Jackson (1992) 1988 U.S. Olympic <u>Wrestling Excellence: I. Mental Preparation,</u> <u>Precompetitive Cognition,</u> <u>and Affect</u>	Study was not aimed at gathering sources of stress. Purpose was to gather information on experiences during worst, best and most crucial performances.
Felt ready, good going in, following routine Felt good physically Could not remember what thought, felt Thought about it too much Thought about previous losses Looking ahead (beyond match) Thought about not being warmed-up Feeling used by peripheral others Thought about consequences of losing Lacked confidence Not feeling mentally right Negative/self-doubts Felt isolated, left alone before a match Other's expectations to get gold Did not follow normal routine Not mentally prepared Did not follow strategy Did not think about strategies or techniques before going in Did not know opponent Opponent tougher than thought Poor opponent, took lightly Could not visualise before	Positive feeling states Too many or too few thoughts Task irrelevant thoughts	Qualitative Study (Interviews)	(individual contact sport)	Dimensions highlighted here are indeed sources, questionable again about anxiety (response), but Gould et al. do not highlight this as a source, just an experience. Prior to all-time best performances, wrestlers tended to describe optimal prematch mental states that featured positive expectancies, optimal arousal states, and a sensation of heightened effort and commitment as well as mental preparation strategies that include preparation routines, a tactical strategy focus, and some mention of motivational strategies.
		Worst Performance Prematch Mental State Description		Before worst Olympic performances, wrestlers tended to describe prematch mental state descriptions that included negative feeling states and negative, irrelevant, or irregular patterns of thoughts. Further, worst Olympic performance descriptions included mental preparation deficiencies such as nonadherence to preparation routines.
		Non-adherence to routines		
		Worst Performance Mental Preparation Deficiencies		
		Could not visualise		

SOURCE OF STRESS		REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension		
Focused on wrestling to potential	Focused → Thoughts	Crucial Match Prematch mental/physical state descriptions	Gould, Eklund, & Jackson (1992) (continued)	
Not focused				
Thought ahead				
Focused on winning				
Others expectations – gold				
Distracted by others				
Did not focus on outcome	Task irrelevant/negative			
Thought about consequences of losing	thoughts → Thoughts			
Focused on official				
Worried about platform height				
Fell apart mentally			One important finding in this investigation reinforced Orlington and Partington (1988): Medallists were characterised by very systematic preperformance routines that were relatively consistently adhered to throughout the Olympic tournament. Best matches emphasised how emotionally intense, even nervous, they become prior to competition. At the same time, they reported high levels of confidence. Non-medal winning wrestlers and wrestlers describing their worst matches also reported high levels of emotional intensity but rarely reported heightened confidence or abnormal intensity. Study was retrospective in nature, therefore it cannot be definitely determined that the wrestlers' responses were not influenced by the outcome of the Olympic tournament.	
Totally negative, negative attitude				
Thought about implications too much				
Felt ready, psyched, good	Optimal feeling states →			
Felt relaxed	Arousal/intensity			
Eager, ready to go	feeling states			
Tried to get going and loosen up				
Put pressure on self, felt pressure	Non-optimal feeling states			
More butterflies than usual, over psyched, too intense	↓			
Did not feel ready, right Angry	Arousal/intensity feeling states			
Not nervous enough/ too relaxed, no zest				
Felt isolated				
Nervous but thought could win	Positive expectancies			
Stayed positive after draw change	↓			
Felt referee would help me	Expectations			

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Not confident Thought about how good opponent was Felt scared against Soviet knowing he had optimal training Lacked confidence on wrestling from bottom Doubted ability	Negative expectancies ↓ Expectations		Gould, Eklund, & Jackson (1992) (continued)		
Focused on doing whatever it would take Highly motivated/give all no matter what Would not be ashamed if lost as long as gave 100% Felt determined, confident	High effort and commitment ↓ Effort and commitment	Crucial Match Prematch mental/physical state descriptions			
Did not care, ready to forfeit	Low effort and commitment → Effort and commitment				
No win or die attitude					

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
<div> <div> <div>Lack of self-confidence</div> <div>Decreased sense of control</div> <div>Disrupted attention</div> <div>Fear</div> <div>Doubt</div> <div>Expectations of failure</div> <div>Negative concerns about performance</div> <div>Impaired ability to concentrate</div> <div>Apprehension</div> <div>Diminished sense of well-being</div> <div>Social desirability</div> <div>Perception of ability/availability of resources required to meet demands</div> <div>Perception of the physiological/emotional responses</div> <div>Situational concerns</div> <div>Trust ones body</div> <div>Trust ones training</div> <div>Indecision</div> <div>Distraction from task at hand</div> </div> <div> <div>Anxiety</div> </div> </div>			<p>Rotella & Lerner (1992)</p> <p><u>Responding to competitive pressure</u></p>	<p>Overview of competitive pressure and means of teaching athletes how to respond effectively to competitive pressure.</p> <p>'Athletes need to develop the ability to effectively respond mentally, emotionally, and physically in a competitive environment.'</p> <p>'Cognitive appraisal and the hardy personality style seem to explain the inconsistencies in human behaviour as well as account for the individual differences that are so readily apparent in sport performance.'</p> <p>'Many successful athletes are effective as a result of their tendency to interpret the naturally occurring heightened arousal and nervousness in a positive way' (Rotella, Lerner, Allyson, & Bean, 1990).</p> <p>'They consider human emotions such as nervousness and anxiety (as elicited by arousal) as natural, wonderful, and a part of a human's uniqueness. It is these naturally occurring responses that need to be trusted, enjoyed, nourished, accepted, and cherished for athletes to become as good as they can be.'</p>	

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
<div>Failure to meet demands</div> <div>Low levels of fun</div> <div>Low self-esteem</div> <div>Low performance expectations</div> <div>Worries about failure</div> <div>Adult evaluation</div> <div>Social evaluation</div> <div>Coach evaluation</div> <div>Worry more frequently</div> <div>Fear of losing</div> <div>Worry about losing</div> <div>Worry about not performing well</div>		<div>Scanlan (1986)</div> <div>Passer (1983)</div>	<div>Gould (1993)</div> <div>Intense sport participation and the prepubescent athlete: Competitive stress and burnout</div>	<div>Overview of competitive stress and the prepubescent athlete, relating to burnout.</div> <div>Items identified here were extracted from the review of other studies. Scanlan's paper is associated with factors that may affect state anxiety. Passer's deals with factors that may affect trait anxiety.</div>	<div>'A distinction must be made between potential stressors in the environment and the young athlete's perception of stress.'</div>
<div>Pressure from up and coming skaters</div> <div>Pressure from being 'top dog'</div> <div>Pressure from people looking, all knowing if have a bad day</div> <div>Everything to lose, nothing to gain</div> <div>When successful, looked at closer</div> <div>When on top, expected to win</div> <div>A little more concern because people (especially judges) compare performance to previous year</div> <div>Instantly after the first title, the pressures doubled and tripled</div> <div>Put a lot of pressure on ourselves</div> <div>Unbelievable amount of pressure</div> <div>A lot harder to repeat</div>		<div>Top Dog Pressure</div>	<div>Gould, Jackson, & Finch (1993a)</div> <div>Life at the top: The experiences of U.S. National Champion figure skaters</div> <div>Qualitative study</div>	<div>U.S. National champions who held titles between 1985 and 1990 were interviewed. Study was designed to better understand the positive and negative aspects of being a national champion athlete, to uncover difficulties encountered in defending a championship title, and to solicit recommendations for achieving and maintaining national champion status.</div> <div>(Individual subjective sport)</div>	<div>'More successful athletes were characterised by higher levels of self-confidence' (Williams, 1986).</div> <div>All themes are used from negative experiences as a national champion.</div> <div>Note: all the negative experiences highlighted here indicate what happened during or before competition, not after. Indeed, Gould's study does acknowledge negative experiences <u>after</u> the competition, as does it acknowledge positive experiences before, during and after competition that have also been ignored here.</div>

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
<p>Try to believe in yourself, cant doubt self</p> <p>Put some pressure on us getting ready for next year</p> <p>Increase in expectations</p> <p>If you cant defend and stay on top, are you a true champion?</p> <p>Have to prove you can do it -- makes defence year most difficult</p> <p>Feel like every time you perform, you have to prove it</p> <p>Had to prove self to audience instead of skating for self</p> <p>It's like 'how can I live up to the expectations'</p> <p>A little bit of expectations</p> <p>Had to skate like National Champion every single time</p> <p>Hard to have everyone look up to you</p> <p>Few days leading up to defence most stressful experience in life (expectations of others)</p> <p>Had to deal with serious injury during defence year</p> <p>Partner injury very, very difficult -- took toll on us</p> <p>Injured whole year, not well prepared, frustrating</p> <p>Injury was pressure on top of pressure to defend</p> <p>Hard to defend because of injury</p>		<p>Top Dog Pressure (continued)</p> <p>Pressure from self or partner injury</p>	Gould, Jackson, & Finch (1993a) (continued)		<p>Ogilvie (1990) suggested a drop in motivational intensity when accompanying a championship. Such a statement is supported by some of the skater's comments, but this was due to burn out, not complacency.</p> <p>Note: the authors used a telephone interview format. Nonverbal respondent cues are therefore missed.</p>

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Perception that judges out to get national champion Judges criticisms-pressure from feeling that could do nothing right Uncertainty about earning victory Felt hadn't made big enough impression by winning Nationals Didn't get respect of national champion, didn't feel like a champion Questioned why having so many problems when national champion Insecurity because of negative comments from competitors Insecurity from not having 'traditional style'		Skating politics	Gould, Jackson, & Finch (1993a) (continued)		
Didn't like defence year, tougher to defend Defence year hell, increased pressures and poor partner relationship Stress overbearing, peaked at a very young age Greater stress because always wanting to do better each time skated Always another goal to go after		Insecurity and uncertainty about being national champion			
Not hungry Did not have competitive hunger		Year of defence negative			
		Pressure to continually produce better performance			
		Lack of motivation			

SOURCE OF STRESS		REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension		
No idea how to handle being on top – totally scary thing – only knew how to come from behind Really torturous, really awful personal pressure from unrealistic expectations of what a national champion should be and act like Pressure on top, didn't feel as comfortable		Uncertainty relative to national champion role and responsibility	Gould, Jackson, & Finch (1993a) (continued)	
Expectations from others relative to type of program they expect from you There were always people around telling you how you should skate		Program feedback from others		
Inconsistency in preparation Guilt over putting people close through so much stress Felt isolated due to being national champion Pressure to make world team Doubts about fulfilling potential A lot of pressure knowing people expect a fall Self-expectations regarding being #1		Idiosyncratic/ Miscellaneous		

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
SOURCES OF STRESS PRIOR TO WINNING TITLE			Gould, Jackson, & Finch (1993b) Sources of stress in national champion figure skaters Qualitative investigation	U.S. National champions who held titles between 1985 and 1990 were interviewed. Same sample as the other studies by Gould et al. (1993) (Individual, subjective sport)	71% of skaters experienced more stress after winning their title than before doing so. The four stress sources are the most frequently mentioned, but are not necessarily the greatest magnitude. Critically, competitive anxiety and self-doubts are mentioned as sources, questionable if they are actually responses. Difference mentioned between this study and that of Scanlan et al. (1991) were related to the scope, sample and time frame. Participants in Scanlan et al.'s study were asked to summarise the stress experience throughout their skating careers (from novice through senior-level skating) as compared to the focus on senior level skating in Gould et al.'s study. Scanlan et al.'s sample were also less elite.
Pressure to perform to team mates quality Being junior champion Trying to prove self High expectations to attain a lot in a short time Trying to be as good as could Wondering if have potential to be great Would performance be up to standard if needed be Trying to give consistent competitive performances Everything a hurry Feeling unprepared Getting material ready Own competitiveness Perfectionistic attitude Unrealistic expectations Own expectations Perfect run-throughs Pressure to perform and improve Self-perceived parental pressure Constant criticism from judges and officials Insecurity from feedback regarding non-traditional style Trying to please others Afraid of what others would think	<p>Fulfil expected 'elite' skater potential (1st)</p> <p>↓</p> <p>Pressure regarding potential to make it to top (2nd)</p> <p>←</p> <p>Accelerated time table for progression (1st)</p> <p>High performance standards based on expected potential</p> <p>Self-imposed perfectionistic standards (1st)</p> <p>↕</p> <p>High performance expectations and self-standards (2nd)</p> <p>←</p> <p>Perceived expectations of others (1st)</p>				

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES			
Raw Data Theme	Higher Order Theme	General Dimension						
Long commute to school	Time demands from trying to balance school and skating (1 st)		Gould, Jackson, & Finch (1993b) (continued)		Furthermore, it should be noted that the nature of qualitative methodology, with its focus on emergent design and inductive procedures, as opposed to deduction, means that unique responses are likely to be found when different questions, samples, and investigators are used.			
School versus sport priorities								
Trying to do both school and perform	Time demands (2 nd)							
Being behind at school								
Balancing school with long training hours	Time demands due to competing in 2 events (1 st)							
Competing in two events								
Too much media exposure	Too much media exposure (1 st and 2 nd)	Environmental demands on skater resources						
Changed training situation	Undesirable training situation (1 st and 2 nd)				The interpretive research paradigm adopted in this investigation emphasised the need to inductively derive structure from the data, as compared to deductively analysing or forcing an existing theoretical framework (like the previously identified framework by Scanlan and her associates) on the data.			
Practise in middle of night due to restricted facility time								
Financial burden of family	Financial stress (1 st and 2 nd)							
Lack of finances								
Fighting skating mentality and politics	Skating politics (1 st and 2 nd)							
Having to politic								
Having to accept as many internationals as possible	Competitive anxiety (1 st and 2 nd)				Very similar notions to those higher order themes identified by Scanlan and her associates are shown in this study, e.g., Scanlans general dimensions of negative significant other relationships contained HO themes of interpersonal conflict,			
Anxiety at competitions								
Nervous about performing	Competitive anxiety and doubts							
Handling pressure of performance								
Competition pressure	Self-doubts (1 st and 2 nd)							
Scared prior to competition								
Nervousness at competition	Competitor social comparison anxiety (1 st and 2 nd)							
Doubts about mental toughness								
Realization that could win								
Fear of failure								
Lacking confidence								
Worry about performing well								
Rumours regarding how good competitors were								
Competitors training at same venue								

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Partiality with coach Negative coach	Conflict with coach (1 st)		Gould, Jackson, & Finch (1993b) (continued)		Very similar notions to those higher order themes identified by Scanlan and her associated are shown in this study, e.g., Scanlan's general dimensions of negative significant other relationships contained HO themes of interpersonal conflict, performance criticism/lectures, skating politics, and psychological warfare. In phase 2 of Gould's investigation, different labels and hierarchical organisations resulted from the inductive analyses; however, the significant other relationship concerns, coach relationship problems, partner relationship problems, expectations, pressure to skate up to national champion standards, and national champion politics reflect very similar notions to those HO themes identified by Scanlan et al.
Coach conflict					
Working with partner					
Dealing with partners					
Partner problems	Partner problems (1 st)	Significant other stressors (2 nd and general)			
Partner's drinking					
Hiding romantic partner					
relationships from significant others					
Family	Stress on and due to family (1 st)				
Put stress on family and friends					
Physical aspects of training					
Maintaining physical	Physical demands on body (1 st and 2 nd)				
Attain/maintain low body weight	Attain/maintain weight (1 st and 2 nd)				
Partner/team mate injury		Physical demands on skater resources			
Not competing in between two nationals due to injury	Disruption due to injury (1 st and 2 nd)				
Coming back from injury					
Independence					
Struggle for identity	Independence struggle	Miscellaneous (2 nd and general)			
Decision regarding skating 1 or 2 events	Decision regarding skating 1 or 2 events				

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
SOURCES OF STRESS AFTER WINNING TITLE			Gould, Jackson, & Finch (1993b) (continued)		
Difficult family relationship Mother upset over inability to continue giving input Strained relationship with skating associate Unfriendly competitor attitude Bad experience with sponsor Personal relationship problem Worry about what others think (especially non-skating peers)	Significant other relationship concerns (1 st and 2 nd)				
Coach illness-death Move to be with coach Lack of responsible coach Coach conflict/poor relationship Coach illness-death	Coach relationship problems (1 st and 2 nd)	Relationship issues			'Despite consistencies, differences between 2 studies emerge. For instance, Scanlan et al found concerns about homosexuality, a limited time frame in which to improve, ... losing one's sense of self worth/identity, and psychological warfare by competitors, none of which were evident in this study.'
Partner not training Maintaining good partner relationship Bad working relationship with partner Partner demands about injury Partner reaction to coach illness Partner not wanting to move to new training environment Partner's substance abuse Questioning change of partnership Hate partner Romantic relationship with partner Deteriorating partner relationship	Partner working relationship problems (1 st and 2 nd)				Critically, Gould acknowledges psychological warfare in one sentence as a consistency in one sentence, then as a difference in the next.... Possibly HO are similar but general themes differ.
					Unlike traditional positivistic research, the interpretive paradigm makes concerted efforts to establish trust between those being investigated and those doing the investigation. This trust allows the investigator to question the participants relative to potential factors which may bias results.
	Partner personal relationship problems (1 st and 2 nd)				Critical of phone interview... reliable??? (nonverbal behaviours)

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Others expectations at first international Constant criticism from judges and officials Insecurity resulting from non-traditional style Others ideas of how should be doing things Expectations from loved ones Expectations of others Self-perceived importance of skating Self-pressure/worry what others think Perfectionistic attitude Own competitiveness Expectations from self Perfect run-throughs Self-perceived importance of skating	Others expectations (1 st) ↓ Expectations (2 nd) ← Self imposed expectations (1 st)	Expectations and pressure to perform	Gould, Jackson, & Finch (1993b) (continued)		
Pressure from being favourite Defending title Personal unrealistic expectations of champion Having to be good consistently and more often Insecurity about skating up to national champion potential Having to create a programme better than previous Live up to previous performance Frustration at being unable to achieve goals	Pressure to skate up to national champion standards (1 st and 2 nd) Pressure to be better than previous performance (1 st and 2 nd)				

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Self-doubts Wondering how good could be Fear of failure Lacking confidence Looking behind at up and coming competitors Feeling unprepared Pressure to perform well at competition Competition Questioned whether wanted to be doing this when it came time to compete Scared prior to competition Worry about performing well Handling the pressure of performance Wondering if would have mental toughness at competition Anxiety at competitions Nervous energy/butterflies Problems sleeping Physical tension	Self-doubts (1 st and 2 nd)	<div> <div>Competition anxiety (1st)</div> <div>↓</div> <div>Competitive stress (2nd)</div> <div>←</div> <div>Physical manifestations of anxiety (1st)</div> </div>	Gould, Jackson, & Finch (1993b) (continued)		
		Psychological demands on skater resources			

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Physical fatigue-soreness	Physical demands on body (1 st and 2 nd)	Attain/maintain weight (1 st and 2 nd)	Gould, Jackson, & Finch (1993b) (continued)		
Maintaining physical body					
Attain/maintain low body weight					
Uncertainty due to injury to partner	Partner injury (1 st)	Physical demands on skater resources			
Not being able to do what wanted to do due to partner's injury	Injury (2 nd)				
Lost training time due to injury	Personal injury (1 st)				
Injury					
Lack of improvement due to body maturation	Lack of improvement due to body maturation				

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Media critics			Gould, Jackson, & Finch (1993b) (continued)		
Public figure/media exposure					
Publicity hype	Media demands and effects (1 st and 2 nd)				
Too much media attention					
Projecting the right media image		Environmental demands on skater resources at elite level			
Excessive time demands	Excessive time demands (1 st and 2 nd)				
Competing in 2 events					
	Lack of finances (1 st and 2 nd)				
Lack of finances					
Life-career concerns					
Concerns about age-social position					
Worry about school	Life career concerns (1 st and 2 nd)				
Figuring out when time to retire		Life direction concerns			
Concern about maintaining previous success in new event					
Decision about skating 1 or 2 events	Skating career concerns (1 st and 2 nd)				
Fight for individuality					
Fight for adult status	Individuality – independence concerns (1 st and 2 nd)				
Do it alone attitude					
Not wanting to train					
Unenjoyable training situation	Lack of training enjoyment (1 st and 2 nd)				
Total focus on Olympics					
Maintaining focused mind on skating	Maintaining focused mind (1 st and 2 nd)				
Unexpected disruption at Olympics	Unexpected disruption at Olympics (1 st and 2 nd)				
Substance abuse struggle (raw, 1 st and 2 nd)		Miscellaneous sources			
Not getting respect of national champion					
Losing to competitors that shouldn't beat you	National champion slating politics (1 st and 2 nd)				
Personal crisis leading to breakdown at national competition	Personal crisis (1 st and 2 nd)				
Depressions from unfilled expectations	Depressions from unfilled expectations (raw, 1 st and 2 nd)				

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Major change in level of responsibility on team (+ve) Receiving an athletic scholarship (+ve) Competition			<p>Petrie (1993)</p> <p><u>Coping skills, competitive trait anxiety, and playing status: Moderating effects on the life stress-injury relationship</u></p> <p>Empirical study</p>	<p>158 NCAA division I-A collegiate football players (elite?)</p> <p>(mean age 19.6 years)</p> <p>(Team, elite, contact sport)</p>	<p>Uses Life Events Survey for Collegiate Athletes (LESCA; Petrie, 1992) to measure life events experiences in last 12 months. Measures negative and positive stress scores.</p> <p>SCAT was used as measure of anxiety (one dimensional).</p> <p>Positive stressors such as the two highlighted may be perceived as positive initially, but then produce considerable stress.</p>
<p>Negative concerns</p> <p>Inability to concentrate</p> <p>Disrupted attention</p> <p>Recognition</p> <p>Perceived importance of competitive events</p> <p>Importance of doing well</p> <p>Age difference</p> <p>Younger competitors more concerned with ego threatening reasons (i.e., outcome and recognition incentives)</p>			<p>Hammermeister & Burton (1995)</p> <p><u>Anxiety and the Ironman: Investigating the antecedents and consequences of endurance athletes' state anxiety</u></p>	<p>293 endurance athletes ranging from professional to age-group competitors.</p> <p>167 triathletes, 65 distance runners, 61 cyclists</p>	<p>The findings were seen to be consistent with Lazarus and Folkman's (1984) stress model, which postulates that anxiety is a by product of three factors: perceived threat, perceived control, and coping resources.</p> <p>Items highlighted here are taken from the literature review and discussion.</p> <p>Older endurance athletes had less CA and SA than younger competitors.</p>

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Position goal Perceived readiness Perceptions of internal environment			Hanton & Jones (1995) <u>Antecedents of multidimensional state anxiety in elite competitive swimmers</u> Empirical study	97 elite competitive swimmers. (individual sport)	Used PRQ and CSAI-2. Items highlighted were predictors of CA, SA, and SC. Findings of the study emphasise the importance of examining the antecedents of anxiety, providing valuable information when considering strategies for enhancing swimming performance.
Perceptions of their own ability Perceived competence Boredom Anxiety Anger Successful task accomplishment Feedback from significant others Peer comparison Performance outcomes as a means to evaluate personal competence			Horn & Harris (1996) <u>Perceived competence in young athletes: Research findings and recommendations for coaches and parents</u> Overview chapter	Young athletes from pre-pubescence to adolescence. Overview of how self-perceptions develop	Items are extracted from the review.

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Doubt ability to present a desired image			Martin & Mack (1996)	146 first year students.	SCAT, SPAS and physical self-presentational confidence (PSPC) used.
Fear subsequent negative evaluative reactions from an audience			<u>Relationships between physical self-presentation and sport competitive trait anxiety: A preliminary study</u>		Items highlighted taken from lit. review.
Fear of negative evaluation of performance			Empirical study		Findings generate support for Leary (1992) that SCA stems in part from the self-presentational implications of competition
Appearance and evaluation of bodies					

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Demonstration of athletic prowess Comparison of athletic ability Evaluated by significant people Fear of failing Confronting a strong opponent in an important contest Perceptions that not having resources to meet demands Stagnation Boredom Staleness		Situational component	Smoll & Smith (1996) <u>Competitive anxiety: Sources, consequences, and intervention strategies</u> Overview	Gives an overview of all aspects of competitive anxiety, then relates to youth sports.	Stress is demonstrated in a hypothetical model, some of the general factors are highlighted here, i.e., the <i>situational component</i> , involving interactions between demands and personal and environmental resources; <i>the cognitive component</i> , involving appraisals of demands, resources, consequences and meaning of consequences; <i>physiological component</i> , involving factors revolving around physiological arousal; and <i>the behavioural component</i> , involving output behaviours that constitute a person's attempt to cope with a given situation.
Appraisal of the situation demands Appraisal of the resources available to deal with situational demands Appraisal of the nature and likelihood of potential consequences if the demands are not met Personal meaning of those consequences Self-belief Self-concept Conditions of self-worth		Cognitive component			Recognises that Cognitive appraisal may be the most important component of stress model.
Aware of increased arousal Social evaluation Criticality of the contest Competition nearing Adult expectations		Physiological component			Recognises that 3 fundamental requirements of sport have considerable importance for psychological development: 1) demonstration of athletic prowess, 2) comparison of athletic ability, and 3) evaluation by highly significant people.
Peer pressure to participate/do well Worry about failure		Pre-competition anxiety (situational factors)			
		Pre-competition anxiety (intrapersonal factors)			

Some people are also motivated by fear of failure.

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Concerns over being negatively evaluated Perceive themselves as the objects of others' attention Concerns regarding the shape of body			James & Collins (1997a) Self-presentational predictors of competitive trait anxiety Empirical study Conference study for JSS.	39 male and 37 female college students. (Variety of Sports) Self-presentation refers to the processes by which individuals attempt to establish, maintain or refine their image in the minds of others (Baumeister, 1982).	Leary (1992) has suggested that CTA and CSA are not evoked by competition <i>per se</i> , but by self-presentational implications of competition. Items highlighted predicted worry and SA (a portion of shared variance).

SOURCE OF STRESS

Raw Data Theme	Higher Order Theme	General Dimension	REFERENCE	SAMPLE CHARACTERISTICS	NOTES
		Significant others Social evaluation and self-presentation Competitive anxiety and doubts Perceived readiness Nature of competition Environmental demands Not performing to required standards Miscellaneous sources	James & Collins (1997b) <u>Self-presentational sources of stress during competition</u> Qualitative study Conference study for JSS	20 athletes, 10 male and 10 female (aged 17-31; mean 22 years). Competitive level ranged from international to top amateur club. (Variety of sports)	Eight general stress source dimensions were highlighted. 'Factors such as significant others and specific competition factors (e.g., importance of competition) were perceived as stressful because they elevated self-presentation motivation (the degree to which an individual is motivated to create a particular impression). Factors such as perceived readiness were stressful because they increased the perceived likelihood of poor personal performance, the most frequently cited corollary of which was negative self-presentation consequences. Findings suggest that athletes from different sports share common sources of stress.

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Competent team mates Weak team mates The captain	Team mate issues (1 st and 2 nd)	Significant other stressors	James & Collins (1997c) Self-presentational sources of competitive stress during performance Qualitative study Published version of conference proceeding previously mentioned.	20 athletes, 10 male and 10 female (aged 17-31; mean 22 years). Competitive level ranged from international to top amateur club. (Variety of sports)	In recent years, research examining competitive stress has shifted in emphasis from identifying symptoms to elucidating causes. Quantitative studies by Feltz, Lirgg, & Albrecht (1992) and Gould et al. (1983) focused on young runners and wrestlers respectively and found that concerns most frequently revolved around performance-related worries (e.g., not performing to my ability). Other concerns centred on external control-guilt (e.g., having bad luck), and social evaluation (e.g., what my parents/coach/team mates think and say). Highlight that no study has examined during competition.
Coach pressure	Coach/manager pressure (1 st and 2 nd)				
Manager pressure	Parental pressures (1 st and 2 nd)				
Parental demands	Officials (1 st and 2 nd)				
Feel obligated to parents	Evaluative others (1 st and 2 nd)				
Judges hard to impress					
Baised umpires or judges					
People/spectators watching					
Selectors watching					
External pressure to succeed	Pressure to attain external standards (1 st and 2 nd)				
Pressure to attain other's standards		Social evaluation and self-presentational concerns			Isolating and explaining sources of stress that are pervasive among athletes is likely to be of benefit because these sources are probably more fundamental and important to the competitive process.
Meeting other's expectations					
Afraid of what others think					
Letting others down					
Trying to please and impress others	Significant other directed concerns (1 st and 2 nd)				
Trying to prove self to others					
Embarrassing myself in front of others					
Implied criticism from others	Implied and overt criticism (1 st and 2 nd)				
Overt criticism from others					
Nervous during competition	Competitive anxieties (1 st and 2 nd)				
Anxious/worried during competition		Competitive anxiety and doubts			
Worry about making mistakes					
Doubts about personal ability	Self-doubts (1 st and 2 nd)				
Unsure of how ill perform					
Opponents 'look' good					
Unknown opponents	Opponent social comparison anxiety (1 st and 2 nd)				
Known opponents are rated highly					

SOURCE OF STRESS			REFERENCE	NOTES
Raw Data Theme	Higher Order Theme	General Dimension		
Not fit enough	Physical and technical preparation (1 st)	Lack of perceived readiness (2 nd) ↓ Perceived readiness issues	James & Collins (1997c)	<p>Gould et al. (1993b) have argued for the development of a social evaluation model that accounts for both situational and dispositional factors.</p> <p>Leary (1992) argues for self-presentational perspective on competitive stress: 'whenever people compete, they run the risk of conveying negative images of themselves-that they are unskilled, incompetent, unfit, unable to handle pressure, or whatever-to observers, team mates, coaches, opposing team members, and, often, the world at large.'</p> <p>Given the diversity of current sample, sources were remarkably undifferentiated, even at the raw level.</p> <p>Participant responses suggest that 2 self-presentational mechanisms are responsible for making stress sources potent in the eye of the athlete: a) by increasing the saliency of SP aspects of performance (increasing impression motivation), and b) by increasing the perceived likelihood of SP failure.</p> <p>Significant others and nature of competition were explicitly perceived as stressful because they heightened the SP importance of the competition in the mind of the athlete. Athletes felt a heightened demand to perform well in front of significant others and at important or high status events because of the potential rewards this could bring for them in their athletic careers.</p> <p>Participants were also highly conscious of the negative consequences that could result from poor performance in front of powerful people.</p> <p>Not performing to required standards, perceived readiness issues and environmental demands appear to be stressful because they are either perceived as a direct SP failure (as in the case of making a mistake) or increase the chance of a SP failure.</p> <p>Suggests that stress may manifest itself when participants feel that they are currently, or will, lose control over the impressions other people are forming of them in competition.</p> <p>Identified sources and mechanisms by which a source is meaningful to athletes.</p>
Training or previous competitions not going well				
Competing when injured	Unspecified and pre-race plan problems (1 st)			
Equipment/kit not prepared	Nature of competition			
Feel rushed before competition				
Don't feel prepared	Environmental demands			
Pre-race plan not going well				
Level of competition	Miscellaneous factors			
Difficulty of competition				
Importance of competition				
Closeness of competition				
Competitive venue				
Type of playing surface				
Condition of playing surface				
Closeness of competition				
Making mistakes	Making mistakes (1 st)	Not performing to required standard (1 st and general)		
Not achieving my performance goals	Not achieving my performance goals (1 st)			
Fatigue				
Getting injured				

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Pressure to get scholarship	Pressure		Udry, Gould, Bridges, & Tuffey (1997)	10 former junior elite tennis players (burnout)	The finding that interactions with significant others under stressful conditions may consist of a number of negative interactions is consonant with findings among the bereaved and patient populations (Dakof & Taylor, 1990).
Pressured me to do well					
Pressure to socialise at tournaments					
Felt pressure to stay in					
Pressure by watching	Inappropriate expectations		People helping people? Examining the social ties of athletes coping with burnout and injury stress	21 U.S. Ski team (injured). (Individual sport)	However, previous research suggests that positive interactions are typically reported more frequently.
High expectations					
Expected me to win					
Compared with others					
Didn't adjust standards (expectations)	Parent centred motivation emphasised		Qualitative study		Important others may have misconceptions about what behaviours would be helpful (Lehman et al., 1986).
Parents wanted me to do better					
Only way to satisfy dad					
Perceived would hurt dad if lost or quit					
Dad suffocated me	Over-control behaviours				Items highlighted are selected and are athlete's own perceptions of social interactions. Also only the negative has been highlighted
Very demanding/strict parents					
Got me to do it by getting angry					
Dad involved in all aspects of sport					
Negative feedback	-ve self-esteem messages				
Considered me a failure if lost					
Nothing good enough					
Pressure at matches					
Felt pressure fro scholarship	Pressure				
Felt guilt about time invested in me					
Meant well, but over controlling					
Didn't expect confidence problems					
Coach expected mental turn-around	Unrealistic expectations				
Wanted more than I could give					
Told to decide between friends and sport					
Upset when I did not go to Jr. college to play					
Conflict with coach over style	Ideas conflicted with coach				
Did not make me feel special					
Never said how good I could be					
Not able to pick up on needs					
Not a spirited person	Not picking up on needs				
	Not a spirited person				

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Anxious about prospect of injury Nature of audience Concerns about performance Composure inadequacies Appearing fatigued Lacking energy Physical appearance Appearing athletically untalented		Self-presentation threat	Wilson & Eklund (1998) The relationship between competitive anxiety and self-presentational concerns Empirical study	199 national college athletic association division 1 and 2 athletes. (variety of individual and team sports)	SCAT, SAS, SPSQ, and fear of negative evaluation (FNE) used. Used structural equation modelling (SEM). The results of this study make it apparent that the tendency to experience com. Anxiety in the form of worries, is closely associated with the tendency to perceive self-presentational threat (SPT) during competition. SEM and correlations show that much of variance of multidimensional anxiety can be accounted for by SPT. Also showed that SPT concerns are associated with cognitive anxiety. Leary (1992) did acknowledge that there are certain instances where self-presentational processes are not the only sources of threat underlying an anxiety experience.

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Lack of implementation of plans	Planning		Gould, Guinan, Greenleaf, Medbury, & Peterson (1999)	7 male and 3 female coaches and 11 male and 12 female athletes.	Focus on groups from teams that had met and failed to meet expectations at 1996 Olympics.
Lack of follow through					
Plans implemented too late					
Lack of trust	Team cohesion concerns		Factors affecting Olympic performance: Perceptions of athletes and coaches from more and less successful teams	Conducted one year after event.	Relative to results from previous studies, the findings supported Williams and Krane's conclusions that well-developed competitive routines and plans, high levels of motivation and commitment, and having coping skills for dealing with distractions and unexpected events were associated with Olympic success. Similarly, the focus groups' participants in the present study were consistent with Orlick & Partington's (1988) successful Olympians in that they emphasised the importance of mental readiness, a total commitment to the pursuit of performance excellence, and high quality training in achieving peak performance.
Unequal press coverage of team mates					
Team slow to gel					
Negative attitude toward coach	Coach issues	Negative factors influencing performance	Qualitative study		
Poor athlete-coach communication					
Lack of athlete-coach trust					
Not being prepared to deal with distractions	Distractions				
Inability to focus after distractions					
Non-adherence to preparation routines					
	Negative/irrelevant/irregular patterns of thought				
	Overtraining				
	Inappropriate family/significant other support				
					Results were generally consistent with Gould et al. (1993a, 1993b) that a variety of stress management strategies are used by elite athletes and that poor performance is associated with a variety of stress sources.

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
<p>An opponent physically abuses me with a cheap shot</p> <p>Suffer pain or injury on court at the hands of an opponent</p> <p>An opponent hits me in frustration for his own mistake</p> <p>An opponent commits an intentional foul on me</p> <p>A team-mate criticises me for a mistake I made</p>	<p>Interpersonal conflicts</p>	<p>Interpersonal conflicts</p>	<p>Anshel & Wells (2000)</p> <p><u>Sources of acute stress and coping styles in competitive sport</u></p> <p>Mixed method design, Qualitative then quantitative study.</p>	<p>20 male basketball players were used to establish sources of stress.</p> <p>Then, 69 basketball players completed a questionnaire.</p> <p>(Team, non contact sport, semi-elite)</p>	
<p>An opposition player verbally abuses me</p> <p>The referee reverses a decision after prompting by an opposing player</p> <p>The referee makes what I thought was a bad call on me</p> <p>The referee makes a bad call on one of my team-mates</p> <p>Miss an easy basket</p> <p>Responsible for a turnover</p> <p>Decide to force a play and it goes wrong</p> <p>Injury prevents me from performing a move</p> <p>Receive a fourth foul</p> <p>Miss an outside shot</p> <p>Lose possession of the ball to an opponent</p>	<p>Refereeing decisions</p>	<p>Refereeing decisions</p>			
<p>Pass is intercepted</p> <p>Player I mark beats me and scores</p> <p>Shot is blocked</p> <p>An opponent keeps me out of the play by playing man-on-man against me</p> <p>A team-mate misses the basket when I am in a better position to score</p> <p>My bench fails to warn me that I have collected four fouls and I receive a fifth foul</p> <p>Team-mate fails to stick to a set play allowing the opposition to score</p> <p>A team-mate misses the basket and our team is not ready for an offensive set for the rebound</p> <p>Team-mate verbally abuses the referee</p>	<p>Opposition influences</p>	<p>Opposition influences</p>			
		<p>Team behaviours</p>			

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Social evaluative concerns Performance specific concerns about evaluations from parents and friends			Bray, Martin, & Widmeyer (2000) <u>The relationship between evaluative concerns and sport competition state anxiety among youth skiers</u>	34 youth competitor skiers (mean age = 13.4 years). Empirical study	Findings show that performance specific-concerns are related to CA, while general evaluative concerns are related to SA.
Competitive experience Current health Level of competition Environmental conditions Group cohesion Current readiness Fear Perceived inability to cope Perceived physical or psychological danger Exposure to painful stimuli Concerned Discouraged Insecure Fatigued Tense Worried Dissatisfied Unfamiliarity with sporting environment Perceived ability			Cerin, Szabo, Hunt, & Williams (2000) <u>Temporal patterning of competition emotions: A critical review</u> Review study		Integrated model of stress Items here are selected out of the review

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Demanding practise Important competition Previous injuries Negative life change Low in quality of support Dramatic shift in lifestyle Daily hassles			Ford, Eklund, & Gordon (2000) <i>An examination of psychosocial variables moderating the relationship between life stress and injury time-loss among athletes of a high standard</i>	Empirical study of 121 athletes (variety of sports at state, national or international level)	Items selected from lit review and discussion.

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Uncertainty of outcome Importance placed on outcome Perceived threat Individuals knowledge of their own ability to perform successfully Knowledge of the standards by which they will be compared Perception of the extent to which performance will reflect their abilities Perception to which a good performance is likely to result in a successful outcome Probability of success Estimated self-confidence			Williams, Frank, & Lester (2000) <u>Predicting anxiety in competitive sports</u>		Items selected from lit. review and results. Competitive anxiety was predicted primarily by self-confidence.

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Making a physical or mental error		ERROR	Anshel, Jamieson, & Raviv (2001) <u>Cognitive appraisals and coping strategies following acute stress among skilled competitive male and female athletes</u> Empirical study	245 athletes, skill level moderate to high, but not national at the moment the test was carried out ($M= 23.7$ years). (various sports)	Purpose was to describe the manner in which skilled athletes interpreted and coped with various sources of acute stress experienced during sport competition. Assessing Lazarus and Folkman's (1984) model of stress Eight sources of stress used and 12 appraisals under three categories of threat, harm, and challenge were assessed. N.B. Study outlines the appraisal items in results. Results show females to report higher stress than males. Relationships between appraisal and the subsequent use of approach or avoidance coping strategy differed as a function of the stressor. Future findings identify the need for an appraisal scale (Crocker et al., 1998)
Being criticised or reprimanded by the coach		COACH			
Observing an opponent cheat		CHEAT			
Sustaining pain or injury		PAIN			
Receiving a wrong call from an official		CALL			
Observing an opponent perform well		OPPONENT			
Performing poorly due to bad weather or substandard playing conditions		WEATHER			
Being distracted by the crowd		CROWD			

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Physical or mental error Pain Injury Reprimand Expectations of possible future harm or danger Opponents ability Previous success Achieving outcomes			Anshel, Kim, Kim, Chang, & Eom (2001) <u>A model for coping with stressful events in sport: Theory, application and future directions</u>	Overview study, offering a new model for stress and coping. Items here were extracted from appraisal section (i.e., stressors that can influence harm and threat appraisals).	Good paper to refer to for overview. Also indicates importance of effectiveness and defines coping effectiveness.

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Expectancies			<p>Hammermeister & Burton (2001)</p> <p>Stress, appraisal, and coping revisited: Examining the antecedents of competitive state anxiety with endurance athletes</p> <p>Empirical study</p>	<p>175 triathletes, 70 distance runners, and 70 cyclists</p> <p>(sample ranged from elite to entry level)</p>	<p>Used the CSAI-2 and the coping with endurance sports questionnaire (CESQ), perceived threat of competitive endurance goal inventory (PTCEGI), perceived controllability of competitive endurance goal threats inventory (PCCEGTI).</p> <p>Note: perceived threat, fear of failure, perceived control, harm, loss etc. are outlined as antecedents of anxiety, but they are not sources as they come under <i>appraisal</i> bracket.</p> <p>Items identified here are selected from the lit. review and results (items from PTCEGI, and PCCEGTI).</p> <p>Many items are within PTCEGI and PCCEGTI.</p> <p>Although environmental threat was not considered as threatening as race strategy and race performance, endurance athletes did find their lack of control over these variables to be an important factor in their CA response to competition.</p> <p>Similar sample size to their 1995 study.</p>
Goals					
Making a physical performance error					
Dealing with an official's bad call					
Receiving unpleasant input from coaches or fans					
Facing strong winds or high seas		Environmental threat (PTCEGI)			
Weather too cold					
Exposure problems					
Weather too hot		Low control (PCCEGTI)			
Dehydration problems					
Inconsistency in performing up to capabilities		Race performance (PTCEGI)			
Strong competitors who make winning difficult		High control (PCCEGTI)			
Getting psyched out about the course		Item 2 comes under moderate control (PCCEGTI)			
Overtrained or stale					
Losing focus					
Running someone else's race		Race strategy (PTCEGI)			
Going out too hard and dying		High control (PCCEGTI)			
Lack of proper training/under trained		Item 3 falls under moderate control (PCCEGTI)			
Worrying about becoming injured or aggravating a previous injury					

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
<p>Fear of failure to enhance national ranking</p> <p>Own and other's expectations of them</p> <p>Importance attributed by them to match outcomes</p> <p>Rumours and small talk prior to the match</p>			<p>Hanegby & Tenenbaum (2001)</p> <p>Blame it on the racket: <u>Norm-breaking behaviours among junior tennis players</u></p> <p>Observation study, followed by quantitative analysis.</p>	<p>17 young tennis players, national tennis academy, Israel (age 13-14).</p> <p>The items selected here were highlighted by athletes after the match to evoke anxiety which then produced 'norm-breaking' behaviours.</p> <p>Study uses SEM.</p>	

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Lack of clarity of selection	Selection	Environmental issues	Woodman & Hardy (2001) A case study of <u>organizational stress in elite sport</u> Qualitative study	Elite athletes, current or recently retired. (Sport not mentioned)	Argue in lit review that sources of stress before competition may be due to organisational factors (pg., 209). Pg. 210 – portions of interview transcript important in paper. Use of open questions and reference that the information gathered will be used to help athletes through competitive situations. Items selected from results, many items left out due to falling primarily organisational stress. Organisational stress is by its nature very much negative in content. Interview guide in appendix.
Late selection					
Unfamiliar kit at competition					
Frustration at own injury					
Too much pressure because of injury					
Fear of being seen to be injured					
Pressure from others expectations					
Unrealistic goals for the team					
Tension because of personal goals within the team					
Coach-athlete tension					
Difficulty with different coach					
Tension among coaching staff					
Coach not fulfilling role					
Non-supportive coaching attitude					
Untrustworthy coach					
Coach's differential treatment of athletes					
Coach not commanding respect	coaches	Leadership issues			
Overbearing coach					
Coach very demanding					
No female coach					
Coach not understanding athlete					
Coach's focus on team not individual					
Manipulative coach					
Coach's technical incompetence					
Coach as poor communicators					

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension	Woodman & Hardy (2001) (continued)		
Inconsistent coaching style Coach making athlete feel more nervous Unsuited coaching style to athlete Different coaching style	Coaching styles	Leadership issues			
Tension between athletes Athletes negative attitude affecting atmosphere New team member affecting atmosphere Lack of social cohesion Separate groups within team Individuals focusing on self rather than on team Competing against each other affecting atmosphere	Team atmosphere				
General lack of support Inappropriate support from physiotherapists Inappropriate support from judges Lack of help from fellow athletes Inappropriate psychological support Too much support	Support network	Team issues			
Lack of awareness of peoples roles Perception of judges not fulfilling their roles Individual roles within a team Lack of role structure Difficulty fulfilling two roles Feel obliged to help younger athletes	Roles				
Poor communication with judges Lack of communication between athletes Not listening to athletes perspective Feeling of no one to talk to	Communication				

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
		Pain of injury Making a physical error Opponents success Negative comments from spectators Negative comments from coach Negative comments from opponents Negative comments from team mates Bad call from the umpire Bad game score Opponent cheating	Anshel & Delany (2002) <u>Sources of acute stress, cognitive appraisals, and coping strategies of male and female child athletes</u> Empirical study followed by Qualitative, content analysis of data.	52 children, 36 males and 16 females (10 to 12 year olds) participating in hockey. (Team sport, nonelite sample)	Open ended checklist used, only assessed highly intense stressors, not moderate or low. 10 predetermined sources of stress were used. To guide content analysis.

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Injury					
Poor officiating					
Expectations from self and others		Competition stressors (extracted from Lit. Review)	Dugdale, Eklund, & Gordon (2002)	91 athletes representing New Zealand at Commonwealth games (M=25.6 years)	Unexpected stressors were perceived as more threatening than expected.
Media		Non-competitive stressors (extracted from Lit. Review)	<u>Expected and unexpected stressors in major international competition: Appraisal, coping, and performance</u>	(Various sports, Elite)	It is important for elite athletes not only to possess psychological skills to facilitate peak performance but also develop coping strategies to manage stressors that could prevent or disrupt optimal performance (Hardy et al., 1996).
Environmental conditions			Empirical study		Stress theorists view stress as a dynamic process that involves a transaction between the environment and personal factors (e.g., Lazarus & Folkman, 1984; McGrath, 1970; Smith, 1986).
Illness					
Negative thoughts					
Conceding goals/points at crucial times					
Poor build up or warm-up					
prior to competition					
Lost confidence					
Making mistakes or errors during performance					
Closeness of score/pressure					
Not achieving personal goals or performing poorly					
Non selection in team/starting line up					
Performances not going to plan					Open ended question used to gather stressors immediately after competition.

SOURCE OF STRESS		REFERENCE	SAMPLE CHARACTERISTICS	NOTES	
Raw Data Theme	Higher Order Theme	General Dimension			
Thought about demands they faced	Pregame anxiety	Competition stressors	Holt & Hogg (2002) (continued)		
Coach talking about opposition					
Coach talking about roles					
High expectations of personal performance in response to the team goal	Game anxiety				
Anxious about defending because we are anxious to protect the goal					
Pressure on self to play well in debut					
Always under pressure					
Not confident					
Worried not able to play at this level					
Have to be perfect					
Making a mistake becomes a distraction	Making a mistake				
Losing focus on the game be concentrating on yourself					
Coming into a game when it is close					
Forced to go into the game feeling not ready					
Pressured to make an instant impact					
Worrying if going to make an impact on the game	Coming off the bench				
Lot more confident when starting than when on bench					
Never feeling settled					
Always competing for position					
Playing an unfamiliar position					
Performance evaluation in locker room	Fatigue	Distractions			
Mentally or physically tired					
Losing sight of big picture, focusing on self					
Physical abuse off opponent					

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Lack of feedback Being told what you want to hear Focusing on negative feedback Not knowing what you have done wrong Not listening to concerns	Poor communication	Negative aspects of organizational systems and culture	Noblet & Gifford (2002) The sources of stress experienced by professional Australian footballers Qualitative study through interviews and focus groups	32 Australian footballers. (Team, elite sample)	Previous studies have generally overlooked the sources of stress in team sports. Participants used through purposeful sampling technique, maximum variation sampling (Patton, 1990). Stressors that are organisational and not concerned with the competition day itself have been ignored. Identified six themes, material extracted from five of these themes only relevant.
Autocratic leadership	Low participation in decision making				
Fickle environment Fear of being seen as weak Conservative leadership styles Constant pressure to perform					
High performance expectations Worry about whether you are good enough Feeling like you are not meeting performance expectations Fear of not 'making it'	Negative aspects of performance expectations	Worries about performance expectations and standards			Data was collected during the 1999 pres season training period.
Poor form Team losing Performance ambiguity	Negative aspects of actual performance				
Not knowing how coaches rate you as a player	Performance uncertainty				

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Short time span to prove worth	Uncertain football future	Career development concerns	Noblet & Gifford (2002) (continued)		Sources of stress that were directly related to competition included poor form, constant pressure to perform, and high expectations.
Making transition from under age to elite competition					
Abusive criticism from coach	Negative aspects of relationships with coaching staff				
Coach difficult to approach					
Lack of support when playing poorly					
Interpersonal conflict with coach					Stressors not identified in Gould et al.'s study were more organisational (pg., 11)
Not feeling a part of the group					
Intimidated by older players					
Lack of trust	Negative aspects of relationships with other players	Negative aspects of interpersonal relationships			In light of the constant pressure to perform and the short career-span of professional Australian footballers, it is not surprising that job insecurity was identified as a source of stress.
Other players not pulling their weight					
Conflict with other players					
Cliques with other players					
Constant public scrutiny					
Dealing with abusive supporters	Negative aspects of relationships with supporters, sponsors, media				Footballers may not receive as much one to one feedback as athletes in Gould et al.'s and Scanlan et al.'s studies.
Undue criticism from media					
Criticism from sponsors/supporters					
Rumours about personal life					

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Threat of injury The injury itself Feeling like you are behind in fitness	Injuries	Demanding nature of work itself	Noblet & Gifford (2002) (continued)		<p>This study indicates that although there may be stressors commonly experienced by elite athletes, there are also sources of stress that are unique to specific situations.</p> <p>The influence of both competition and noncompetition sources of stress indicate that the entire sporting experience needs to be taken into account when developing stress management strategies.</p>

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Distractions while competing Unfamiliar weather conditions Coping with petty procedures Problems with kit and/or equipment Rules and regulations Competition format Disruptions to final mental preparations Inadequate competition facilities No atmosphere at the competition Disruptions to final physical warm-up Long competition day Not enough time between events Too much time between events Unsafe competition environment			Fletcher & Hanton (2003) <u>Sources of organizational stress in elite sports performers</u> Qualitative study	14 elite performers ($M=27.36$ years of age). (Elite, various sports)	The data are reported in the form of hierarchical trees and direct quotes to illustrate not only the array of issues being explored but also the complexity of these issues. Interpersonal and financial issues that are poorly managed are likely to result in impaired competition preparation (Woodman & Hardy, 2001b). <i>This may therefore cause competition stressors.</i> All items highlighted here are extracted selectively; the ones left out are organizational stressors. Four general dimensions were gathered: environmental, personal, leadership, and team issues.

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Too much pressure because of injury			Fletcher & Hanton (2003) (continued)		Organisational stressor can lead to competition stressor (i.e., being late can interrupt pre-match preparation; pg., 6). Expected to play when injured (pg., 7). People playing for selves or for a holiday (pg., 7). Not trusting coach (pg., 9).
Frustration at own injury	Injury				
Fear of being seen to be injured					
Tension because of personal goals within the team					
Own high expectations					
Expectations from past performances					
Pressure from team mates					
Unclear goals					
Coach's unrealistic expectations					
Unrealistic goals for the team					
		Personal issues			
		Goals and expectations			

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Coach-athlete tension Difficulty with different coach Coaches as poor communicators Coach not fulfilling role Non supportive coaching attitude Tension amongst coaching staff Coach not practising psychological skills Coach not understanding the athlete Coach too demanding Coach not commanding respect Coach's differential treatment of athletes Domineering coach Coach's attitude, re. diet Coach's focus on the team, not the individual Coach's technical incompetence Non-supportive coach re. Injury Untrustworthy coach			Fletcher & Hanton (2003) (continued)		It is worth emphasising that since research investigating organisational stress seeks out the negative rather than the positive, it therefore does not represent a <i>balanced</i> portrayal of an organisational as a whole (Woodman & Hardy, 2001a). In addition to paralleling Woodman & Hardy's (2001a) general stress categories, this investigation identified three additional higher order themes: accommodation, travel and competition environment.
Incompatible coaching style Coach putting pressure on the athlete Different coaching style Inconsistent coaching style	Coaching style				While OS can undoubtedly present an unwanted distraction, it would be remiss to assume that such factors are <i>always</i> detrimental to sports performance. As Woodman & Hardy pointed out, experiencing negative emotions does not inevitably have a detrimental effect on performance.

SOURCE OF STRESS			
Raw Data Theme	Higher Order Theme	General Dimension	
Tension between athletes Athletes negative attitude affecting atmosphere Individuals focusing on self rather than on team Injured athlete affecting team atmosphere Separate cliques within team New team member affecting atmosphere Competing against each other affecting atmosphere Lack of social cohesion General lack of support Inappropriate support from physiotherapist Inappropriate medical support Inappropriate psychological support Lack of help from fellow athletes	Team atmosphere		Fletcher & Hanton (2003) (continued)
Inappropriate support from judges Too much support Individual roles within a team Lack of awareness about peoples roles Lack of role structure Perception of judges not fulfilling their role Difficulty fulfilling two roles Lack of communication between athletes and managers Lack of communication between athletes Lack of communication re. Each athlete's perspective Poor communication with judges Lack of communication at competition	Support network Roles Communication		

SOURCE OF STRESS			REFERENCE	SAMPLE CHARACTERISTICS	NOTES
Raw Data Theme	Higher Order Theme	General Dimension			
Inadequate mental preparation	Preparation	Performance issues	Hanton, Fletcher, & Coughlan (2005) <u>Stress in elite sports performers: A qualitative investigation of competition and organizational stressors</u> Qualitative study	10 male elite sports performers. (individual, team, subjective/objective sports)	Competition stress can be defined as an ongoing transaction between an individual and the environmental demands associated primarily and directly with competitive performance. It is a perceived imbalance between these demands and the available resources that gives rise to the competitive anxiety response. Whilst such investigations have enhanced psychologists' knowledge of the demands placed upon elite performers, they generally do not differentiate between the specific origins of these stressors (Fletcher & Hanton, in press; Woodman & Hardy, 2001a). For example, some of Scanlan et al's stress sources will emanate from environmental demands associated with competitive performance (e.g., competitive hurdles) while others are likely to be directly related to the sport organisation (e.g., skating politics). Also this line of enquiry has typically included performers' competitive anxiety responses, such as worries and doubts, under the rubric of 'sources of stress'. This approach is, however, not consistent with contemporary stress theory which distinguishes between the events or properties of events (stimulus) that are encountered by individuals (i.e., stressors) and their affective and emotional responses to these demands (i.e., strain).
Inadequate physical preparation					
Inadequate technical preparation					
Risk of injury					
Risk of being deliberately injured by an opponent					
Unsure of ability after injury					
Competing despite injury					
Risk of aggravating an old injury					
Pressure of international competition					
Performing under pressure					
Knowing selection is dependent on performance outcome					
Intimidating by opponents					
Competing against better athletes					
Uncertain about opponents ability					
Body type and physical appearance					
The start of the event					
The nature of competition					
Performing complex skills					
Closing out an event					
Unable to perform in 'lucky' kit					
Superstitions about a particular venue					

SOURCE OF STRESS			REFERENCE	NOTES
Raw Data Theme	Higher Order Theme	General Dimension	Hanton, Fletcher, & Coughlan (2005) (continued)	<p>Fletcher & Hanton pointed out that the transactional conception of stress, by its definition, suggests that performers' appraisals are likely to vary across sport-related situations.</p> <p>Interview guide example and procedure on interviews reported here (Pg., 5)</p> <p>23 higher order themes, 5 general dimensions (four under OS and 1 under CS)</p> <p>Performance issues is the general dimension that falls under competitive stress.</p> <p>Competitive environment falls under OS (environmental issues) general dimension, arguably this is a competitive stressor as it is directly before the event.</p> <p>Goals and expectations fall under OS (personal issues) general dimension, arguably this is also a competitive stressor.</p> <p>Coaches and coaching styles fall under OS (leadership issues) arguably again a CS.</p> <p>Team atmosphere, support network, roles and communication all fall under the OS (team issues) general dimension, arguably items within here could be CS.</p> <p>Worry if not mentally or physically prepared (pg., 7)</p> <p>Risk of injury in contact sports (Pg., 7)</p> <p>Pressure of competition (pg., 7)</p> <p>Self-appearance (possibly only subjective sports, but included here in pg., 8)</p> <p>Every ones expectations hang all over you (pg., 11)</p> <p>Aggressive coaching and bitchiness within the team (pg., 12)</p> <p>Organisational stressors could be a good thing (pg., 14-15)</p>
<p>Long competition day</p> <p>Rules and regulations</p> <p>Problems with competition equipment</p> <p>Too much time between events</p> <p>Unfamiliar weather conditions</p> <p>Unsafe competition arena</p> <p>Competition format</p> <p>Disruptions to final physical warm-up</p> <p>Inadequate competition facilities</p> <p>Unable to compete mental preparation</p> <p>Coping with petty procedures</p> <p>Late changes to competition schedule</p> <p>No atmosphere at the competition</p> <p>Not enough time between events</p> <p>Distractions while competing</p> <p>Own high expectations</p> <p>Expectations from past performances</p> <p>Pressure from family members</p> <p>Coach's unrealistic expectations</p> <p>Lack of direction with goals</p> <p>Pressure</p> <p>And expectations of nation</p> <p>Pressure from team mates</p>	<p>Competition environment</p>	<p>Environmental issues</p>		
	<p>Goals and expectations</p>	<p>Personal issues</p>		

SOURCE OF STRESS			REFERENCE	NOTES
Raw Data Theme	Higher Order Theme	General Dimension		
Coach very demanding Coach-athlete tension Coach not understanding athlete Coach's incompetence Non-supportive coaching attitude Non-supportive coach regarding injury Aggressive coaching style Indecisive coaching style	Coaches	Leadership issues	Hanton, Fletcher, & Coughlan (2005) (continued)	<p>It is worth noting that a substantive amount of literature now exists in the related areas of sources of stress in youth athletes (e.g., Anshel & Delany, 2001; Cohn, 1990; Gould et al., 1983; Goyen & Anshel, 1998; Scanlan & Passer, 1978, 1979), antecedents of anxiety in senior performers (e.g., Anshel & Wells, 2000; Hammermeister & Burton, 1995, 2001; Hanton & Jones, 1995, 1997; Gould & Weinberg, 1995; Jones et al., 1990, 1991), self-presentational sources of stress and anxiety (e.g., James & Collins, 1997; Wilson & Eklund, 1998), the mental preparation of elite performers (e.g., Gould et al., 1992; Gould et al., 1993a), and the performance of international teams (e.g., Gould et al., 1999). Although this study did not directly add to any of the previously identified causes of stress and anxiety, it does provide strong cross-cultural support in a sample of elite U.K. athletes from a wide range of sports. With this in mind, it appears that researchers may have come close to reaching a point of saturation regarding sources of competition stress in sports performers.</p> <p>The combined impact of OS and CS needs to be considered if psychologists, coaches and organisations are to better help performers prepare for major competitions.</p> <p>Another important issue for researchers and practitioners to address is the distinction between stressors that are short-term or one-off events (episodic stressors) and those that are ongoing (chronic stressors).</p> <p>Note: although stressors are experienced, important to find out how 'badly' they are experienced and how they are appraised.</p>
Tension between athletes Athletes not training together Competitiveness from team-mates Separate cliques within the team Team-mates lack of ambition Inappropriate support from judges Getting more support than you want Officials not fulfilling their role Lack of role structure Lack of communication between athletes Lack of communication between athletes and coaches Lack of communication between athletes and team managers	Coaching styles Team atmosphere Support network Roles communication	Team issues		

APPENDIX 3

STUDY 1: EXHAUSTIVE LIST OF STRESSORS REPORTED BY PARTICIPANTS IN THE COMPETITION PERIOD

Tawing too much
 Trembling
 Throwing up
 General body sweating
 Sore muscles
 Living up to Coach's expectations
 Not performing well
 Making foolish mistakes
 Making critical mistakes
 Letting team mates down
 Performing up to my level of ability
 Losing
 Quitting the team
 Pressure to win
 Poor workouts
 Mind going blank
 Choking up
 Falling for a sucker play
 Criticism by Coach
 Improving upon previous performance
 Value of athletics
 Psychological preparedness
 Presence of friends/relatives among spectators
 Getting tired
 Lack of desire
 Feeling weak
 Own physical appearance
 Poor fit of equipment
 Coach ignorance
 Not enough rest
 Inability to 'psych up'
 Running out of gas
 Being afraid
 Remembering instructions
 Fear
 Going stale
 General restlessness
 Unable to concentrate
 Biting finger nails
 Feeling silly
 Own physical condition
 Jinx
 Behaviour of spectators
 Boisterous spectators
 Equipment failure
 Conduct of opponents

Unfair officials
 Bad luck
 Temperature
 Weather
 People asking questions
 Being out coached
 Poor spectator turnout
 Condition of playing surface
 Noisy locker room
 Hurting an opponent
 Making my opponent look foolish
 Playing dirty
 Not being mean enough

Needs for mastery
 Importance of physical skills
 Importance of social skills
 Importance of social support
 Boredom
 Stagnation
 Staleness
 Lack of enjoyment
 Parental evaluation of athlete
 Coach evaluation of athlete
 Lack of involvement of parents
 Lack of involvement of coaches
 Involvement of parents
 Recognition of the time and money parents have invested
 Own performance expectancies
 Others performance expectancies
 Athletes perceptions of parent
 Athletes perceptions of coach
 Parental pressure to participate
 Peer pressure to participate
 Worries of parental expectancies
 Worries of coaches expectancies
 Worries of social evaluation
 Fear of failure
 Letting parents/coaches/team mates down
 Unsure about success in competition
 Dislike coach
 Negative support from parents
 Negative emotions expressed by others about past performances
 Negative aspects of competition
 Negative significant other relationships
 Demands/costs of skating
 Personal struggles
 Traumatic experiences
 Perceptions of greater parental/coach shame
 Perceptions of greater parental/coach upset
 Perceptions of negative adult evaluations
 Perceptions of greater frequency of negative criticisms
 Parental pressure to participate
 Parental pressure to win
 Exaggerated adult expectations and importance
Self-esteem

Generalised expectancy
 Importance of performing well
 Importance of winning
 Importance of goals
 Perceptions of consequences if demands are not met
 Perceptions of self-worth
 Upset with poor performance
 Negative adult evaluations and interactions
 Negative maternal interactions
 Negative adult affective reactions
 Playing a difficult shot
 Playing up to personal standards

Cost of practising
 Amount of practise needed
 Physical injuries caused
 Physical injuries reducing
 Questioning mental toughness
 Questioning dedication
 Striving to meet parents
 Striving to meet coaches
 Unable to make desired
 Pressure to beat team mates
 Disagree with a desired
 Parents watching when
 Lack of personal instruction
 Others' view golf as a 'v'
 Perceived readiness
 Attitude toward previous
 Position goal
 Coach influence
 External environment
 Perception of ones' own
 Perception of opponents
 Game importance
 Crowd
 Pre-contest warm-up routine
 Years of experience
 Physical readiness
 How well running
 Past 4 weeks training
 Fatigue
 Mental readiness
 Past 4 weeks racing
 Can you achieve time goal
 Previous position/pre race
 How feel about time
 Previous time/pre race
 How feel about position
 How difficult to achieve
 Can you achieve position
 Coach influence past 4 weeks
 Coach influence last race
 Suitability of track
 Suitability of weather
 Important to do well?
 How difficult to achieve
 More butterflies than usual
 tense
 Put pressure on self, anxious
 Fell apart mentally, mental
 Not intense enough, under
 Did not care, wanted to
 Felt ready, good going in
 Felt good physically
 Could not remember when
 Thought about it too much
 Thought about previous
 Looking ahead (beyond
 Thought about not being
 Feeling used by peripheral
 Thought about consequences

Focused on official
 Worried about platform height
 Fell apart mentally
 Totally negative, negative attitude
 Thought about implications too much
 Felt ready, psyched, good
 Felt relaxed
 Eager, ready to go
 Tried to get going and loosen up
 Put pressure on self, felt pressure
 More butterflies than usual, over psyched, too intense
 Did not feel ready, right
 Angry
 Not nervous enough/ too relaxed, no zest
 Felt isolated
 Nervous but thought could win
 Stayed positive after draw change
 Felt referee would help me
 Not confident
 Thought about how good opponent was
 Felt scared against Soviet knowing he had optimal training
 Lacked confidence on wrestling from bottom
 Doubted ability
 Focused on doing whatever it would take
 Highly motivated/give all no matter what
 Lacked confidence on wrestling from bottom
 Would not be ashamed if lost as long as gave 100%
 Felt determined, confident
 Did not care, ready to forfeit
 No win or die attitude
 Physical appearance
 Self-presentational concerns
 Social identity/image
 Concerns about others impressions
 Appearing athletically competent
 Improving effort and performance due to people watching
 Excessive attention to process of performing
 Conscious attention to autonomous technique
 Pleasing home crowd
 Tense
 Negative images of self
 Unable to handle pressure
 Belief that unskilled/incompetent
 Lack of self-confidence
 Decreased sense of control
 Disrupted attention
 Fear
 Doubt
 Expectations of failure
 Negative concerns about performance
 Impaired ability to concentrate
 Apprehension
 Diminished sense of well-being
 Social desirability
 Perception of ability/availability of resources required to meet demands

a bad day
 Everything to lose, nothing to gain
 When successful, looked at closer
 When on top, expected to win
 A little more concern because people (especially judges) compare performance to previous year
 Instantly after the first title, the pressures doubled and tripled
 Put a lot of pressure on ourselves
 Unbelievable amount of pressure
 A lot harder to repeat
 Try to believe in yourself, cant doubt self
 Put some pressure on us getting ready for next year
 Increase in expectations
 If you cant defend and stay on top, are you a true champion?
 Have to prove you can do it – makes defence year most difficult
 Feel like every time you perform, you have to prove it
 Had to prove self to audience instead of skating for self
 It's like 'how can I live up to the expectations'
 A little bit of expectations
 Had to skate like National Champion every single time
 Hard to have everyone look up to you
 Had to deal with serious injury during defence year
 Partner injury very, very difficult – took toll on us
 Injured whole year, not well prepared, frustrating
 Injury was pressure on top of pressure to defend
 Hard to defend because of injury
 Perception that judges out to get national champion
 Judges criticisms-pressure from feeling that could do nothing right
 Uncertainty about earning victory
 Felt hadn't made big enough impression by winning Nationals
 Didn't get respect of national champion, didn't feel like a champion
 Questioned why having so many problems when national champion
 Insecurity because of negative comments from competitors
 Insecurity from not having 'traditional style'
 Didn't like defence year, tougher to defend
 Defence year hell, increased pressures and poor partner relationship
 Stress overbearing, peaked at a very young age
 Greater stress because always wanting to do better each time skated
 Always another goal to go after
 Not hungry
 Did not have competitive hunger
 No idea how to handle being on top – totally scary thing – only knew how to come from behind

Would performance be up to star
 Trying to give consistent competitive performances
 Everything a hurry
 Feeling unprepared
 Getting material ready
 Own competitiveness
 Perfectionistic attitude
 Unrealistic expectations
 Own expectations
 Perfect run-throughs
 Pressure to perform and improve
 Self-perceived parental pressure
 Constant criticism from judges
 Insecurity from feedback regarding style
 Trying to please others
 Afraid of what others would think
 Long commute to school
 School versus sport priorities
 Trying to do both school and performance
 Being behind at school
 Balancing school with long training
 Competing in two events
 Too much media exposure
 Changed training situation
 Practise in middle of night due to facility time
 Financial burden of family
 Lack of finances
 Fighting skating mentality and politics
 Having to politic
 Having to accept as many international possible
 Anxiety at competitions
 Nervous about performing
 Handling pressure of performance
 Competition pressure
 Scared prior to competition
 Nervousness at competition
 Doubts about mental toughness
 Realization that could win
 Fear of failure
 Lacking confidence
 Worry about performing well
 Rumours regarding how good competitors
 Competitors training at same venue
 Partiality with coach
 Negative coach
 Coach conflict
 Working with partner
 Dealing with partners
 Partner problems
 Partner's drinking
 Hiding romantic partner relationships
 significant others
 Family
 Put stress on family and friends
 Physical aspects of training
 Maintaining physical

Partner not training
 Maintaining good partner relationship
 Bad working relationship with partner
 Partner demands about injury
 Partner reaction to coach illness
 Partner not wanting to move to new training environment
 Partner's substance abuse
 Questioning change of partnership
 Hate partner
 Romantic relationship with partner
 Deteriorating partner relationship
 Others expectations at first international
 Constant criticism from judges and officials
 Insecurity resulting from non-traditional style
 Others ideas of how should be doing things
 Expectations from loved ones
 Expectations of others
 Self-perceived importance of skating
 Self-pressure/worry what others think
 Perfectionistic attitude
 Own competitiveness
 Expectations from self
 Perfect run-throughs
 Self-perceived importance of skating
 Pressure from being favourite
 Defending title
 Personal unrealistic expectations of champion
 Having to be good consistently and more often
 Insecurity about skating up to national champion potential
 Having to create a programme better than previous
 Live up to previous performance
 Frustration at being unable to achieve goals
 Self-doubts
 Wondering how good could be
 Fear of failure
 Lacking confidence
 Looking behind at up and coming competitors
 Feeling unprepared
 Pressure to perform well at competition
 Competition
 Questioned whether wanted to be doing this when it came time to compete
 Scared prior to competition
 Worry about performing well
 Handling the pressure of performance
 Wondering if would have mental toughness at competition
 Anxiety at competitions
 Nervous energy/butterflies
 Problems sleeping
 Physical tension
 Physical fatigue-soreness
 Maintaining physical body
 Attain/maintain low body weight
 Uncertainty due to injury to partner
 Not being able to do what wanted to do due to partner's injury
 Lost training time due to injury

Total focus on Olympics
 Maintaining focused mind on skating
 Unexpected disruption at Olympics
 Substance abuse struggle
 Not getting respect of national champion
 Losing to competitors that shouldn't beat you
 Personal crisis leading to breakdown at national competition
 Depressions from unfilled expectations
 Major change in level of responsibility on team (+ve)
 Receiving an athletic scholarship (+ve)
 Competition
 Negative concerns
 Inability to concentrate
 Disrupted attention
 Recognition
 Perceived importance of competitive events
 Importance of doing well
 Age difference
 Younger competitors more concerned with ego threatening reasons (i.e., outcome and recognition incentives)
 Position goal
 Perceived readiness
 Perceptions of internal environment
 Perceptions of their own ability
 Perceived competence
 Boredom
 Anxiety
 Anger
 Successful task accomplishment
 Feedback from significant others
 Peer comparison
 Performance outcomes as a means to evaluate personal competence
 Doubt ability to present a desired image
 Fear subsequent negative evaluative reactions from an audience
 Fear of negative evaluation of performance
 Appearance and evaluation of bodies
 Demonstration of athletic prowess
 Comparison of athletic ability
 Evaluated by significant people
 Fear of failing
 Confronting a strong opponent in an important contest
 Perceptions that not having resources to meet demands
 Stagnation
 Boredom
 Staleness
 Appraisal of the situation demands
 Appraisal of the resources available to deal with situational demands
 Appraisal of the nature and likelihood of potential consequences if the demands are not met
 Personal meaning of those consequences
 Self-belief
 Self-concept

The captain
 Coach pressure
 Manager pressure
 Parental demands
 Feel obligated to perform
 Judges hard to impress
 Biased umpires or judges
 People/spectators watching
 Selectors watching
 External pressure to perform
 Pressure to attain others' goals
 Meeting other's expectations
 Afraid of what others think
 Letting others down
 Trying to please and impress
 Trying to prove self
 Embarrassing myself
 Implied criticism from others
 Overt criticism from others
 Nervous during competition
 Anxious/worried during competition
 Worry about making mistakes
 Doubts about personal ability
 Unsure of how ill prepared
 Opponents 'look' good
 Unknown opponents
 Known opponents are better
 Not fit enough
 Training or previous experience
 Competing when injured
 Equipment/kit not prepared
 Feel rushed before competition
 Don't feel prepared
 Pre-race plan not good
 Level of competition
 Difficulty of competition
 Importance of competition
 Closeness of competition
 Competitive venue
 Type of playing surface
 Condition of playing surface
 Closeness of competition
 Making mistakes
 Not achieving my potential
 Fatigue
 Getting injured
 Pressure to get scholarship
 Pressured me to do what I didn't want to do
 Pressure to socialise
 Felt pressure to stay in the sport
 Pressure by watching others
 High expectations
 Expected me to win
 Compared with other skaters
 Didn't adjust standards
 Parents wanted me to be a champion
 Only way to satisfy parents
 Perceived would hurt family
 Dad suffocated me
 Very demanding/strict

Appearing fatigued
 Lacking energy
 Physical appearance
 Appearing athletically untalented
 Lack of implementation of plans
 Lack of follow through
 Plans implemented too late
 Lack of trust
 Unequal press coverage of team mates
 Team slow to gel
 Lack of experience
 Negative attitude toward coach
 Poor athlete-coach communication
 Lack of athlete-coach trust
 Lack of focus/commitment
 Not being prepared to deal with distractions
 Inability to focus after distractions
 Non-adherence to preparation routines
 Negative/irrelevant/irregular patterns of thought
 Overtraining
 Inappropriate family/significant other support
 An opponent physically abuses me with a cheap shot
 Suffer pain or injury on court at the hands of an opponent
 An opponent hits me in frustration for his own mistake
 An opponent commits an intentional foul on me
 A team-mate criticises me for a mistake I made
 An opposition player verbally abuses me
 The referee reverses a decision after prompting by an opposing player
 The referee makes what I thought was a bad call on me
 The referee makes a bad call on one of my team-mates
 Miss an easy basket
 Responsible for a turnover
 Decide to force a play and it goes wrong
 Injury prevents me from performing a move
 Receive a fourth foul
 Miss an outside shot
 Lose possession of the ball to an opponent
 Pass is intercepted
 Player I mark beats me and scores
 Shot is blocked
 An opponent keeps me out of the play by playing man-on-man against me
 A team-mate misses the basket when I am in a better position to score
 My bench fails to warn me that I have collected four fouls and I receive a fifth foul
 Team-mate fails to stick to a set play allowing the opposition to score
 A team-mate misses the basket and our team is not ready for an offensive set for the rebound
 Team-mate verbally abuses the referee
 Social evaluative concerns
 Performance specific concerns about evaluations from parents and friends

Low in quality of support
 Dramatic shift in lifestyle
 Daily hassles
 Uncertainty of outcome
 Importance placed on outcome
 Perceived threat
 Individuals knowledge of their own ability to perform successfully
 Knowledge of the standards by which they will be compared
 Perception of the extent to which performance will reflect their abilities
 Perception to which a good performance is likely to result in a successful outcome
 Probability of success
 Estimated self-confidence
 Making a physical or mental error
 Being criticised or reprimanded by the coach
 Observing an opponent cheat
 Sustaining pain or injury
 Receiving a wrong call from an official
 Observing an opponent perform well
 Performing poorly due to bad weather or substandard playing conditions
 Being distracted by the crowd
 Physical or mental error
 Pain
 Injury
 Reprimand
 Expectations of possible future harm or danger
 Opponents ability
 Previous success
 Achieving outcomes
 Expectancies
 Goals
 Making a physical performance error
 Dealing with an official's bad call
 Receiving unpleasant input from coaches or fans
 Facing strong winds or high seas
 Weather too cold
 Exposure problems
 Weather too hot
 Dehydration problems
 Inconsistency in performing up to capabilities
 Strong competitors who make winning difficult
 Getting psyched out about the course
 Overtrained or stale
 Losing focus
 Running someone else's race
 Going out too hard and dying
 Lack of proper training/under trained
 Worrying about becoming injured or aggravating a previous injury
 Fear of failure to enhance national ranking
 Own and other's expectations of them
 Importance attributed by them to match outcomes
 Rumours and small talk prior to the match
 Lack of clarity of selection
 Late selection
 Unfamiliar kit at competition

Coach making athlete feel
 Unsuitable coaching style to
 Different coaching style
 Tension between athletes
 Athletes negative attitude
 New team member affecti
 Lack of social cohesion
 Separate groups within tea
 Individuals focusing on se
 Competing against each o
 atmosphere
 General lack of support
 Inappropriate support from
 Inappropriate support from
 Lack of help from fellow a
 Inappropriate psychologic
 Too much support
 Lack of awareness of peop
 Perception of judges not fi
 Individual roles within a t
 Lack of role structure
 Difficulty fulfilling two ro
 Feel obliged to help young
 Poor communication with
 Lack of communication be
 Not listening to athletes pe
 Feeling of no one to talk to
 Pain of injury
 Making a physical error
 Opponents success
 Negative comments from
 Negative comments from
 Negative comments from
 Negative comments from
 Bad call from the umpire
 Bad game score
 Opponent cheating
 Injury
 Poor officiating
 Expectations from self and
 Media
 Environmental conditions
 Illness
 Negative thoughts
 Conceding goals/points at
 Poor build up or warm-up
 Lost confidence
 Making mistakes or errors
 Closeness of score/pressur
 Not achieving personal go
 Non selection in team/star
 Performances not going to
 Watching team mates perf
 Poor officiating/bad umpir
 Team talk/coaches pre gam
 Environmental conditions
 Fatigue
 Tiredness
 Competing at selection tria

Have to be perfect
 Making a mistake becomes a distraction
 Losing focus on the game by concentrating on yourself
 Coming into a game when it is close
 Forced to go into the game feeling not ready
 Pressured to make an instant impact
 Worrying if going to make an impact on the game
 Not more confident when starting than when on bench
 Never feeling settled
 Always competing for position
 Playing an unfamiliar position
 Performance evaluation in locker room
 Mentally or physically tired
 Losing sight of big picture, focusing on self
 Physical abuse of opponent
 Lack of feedback
 Being told what you want to hear
 Focusing on negative feedback
 Not knowing what you have done wrong
 Not listening to concerns
 Autocratic leadership
 Fickle environment
 Fear of being seen as weak
 Conservative leadership styles
 Constant pressure to perform
 High performance expectations
 Worry about whether you are good enough
 Feeling like you are not meeting performance expectations
 Fear of not 'making it'
 Poor form
 Team losing
 Performance ambiguity
 Not knowing how coaches rate you as a player
 Short time span to prove worth
 Making transition from under age to elite competition
 Abusive criticism from coach
 Coach difficult to approach
 Lack of support when playing poorly
 Interpersonal conflict with coach
 Not feeling a part of the group
 Intimidated by older players
 Lack of trust
 Other players not pulling their weight
 Conflict with other players
 Cliques with other players
 Constant public scrutiny
 Dealing with abusive supporters
 Undue criticism from media
 Criticism from sponsors/supporters
 Rumours about personal life
 Threat of injury
 The injury itself
 Feeling like you are behind in fitness
 Distractions while competing
 Unfamiliar weather conditions

Difficulty with different coach
 Coaches as poor communicators
 Coach not fulfilling role
 Non-supportive coaching attitude
 Tension amongst coaching staff
 Coach not practising psychological skills
 Coach not understanding the athlete
 Coach too demanding
 Coach not commanding respect
 Coach's differential treatment of athletes
 Domineering coach
 Coach's attitude, re. diet
 Coach's focus on the team, not the individual
 Coach's technical incompetence
 Non-supportive coach re. Injury
 Untrustworthy coach
 Incompatible coaching style
 Coach putting pressure on the athlete
 Different coaching style
 Inconsistent coaching style
 Tension between athletes
 Athletes negative attitude affecting atmosphere
 Individuals focusing on self rather than on team
 Injured athlete affecting team atmosphere
 Separate cliques within team
 New team member affecting atmosphere
 Competing against each other affecting atmosphere
 Lack of social cohesion
 General lack of support
 Inappropriate support from physiotherapist
 Inappropriate medical support
 Inappropriate psychological support
 Lack of help from fellow athletes
 Inappropriate support from judges
 Too much support
 Individual roles within a team
 Lack of awareness about people's roles
 Lack of role structure
 Perception of judges not fulfilling their role
 Difficulty fulfilling two roles
 Lack of communication between athletes and managers
 Lack of communication between athletes
 Lack of communication re. Each athlete's perspective
 Poor communication with judges
 Lack of communication at competition
 Inadequate mental preparation
 Inadequate physical preparation
 Inadequate technical preparation
 Risk of injury
 Risk of being deliberately injured by an opponent
 Unsure of ability after injury
 Competing despite injury
 Risk of aggravating an old injury
 Pressure of international competition
 Performing under pressure
 Knowing selection is dependent on performance outcome

Not enough time between events
 Distractions while competing
 Own high expectations
 Expectations from past performance
 Pressure from family members
 Coach's unrealistic expectations
 Lack of direction with goals
 Pressure
 And expectations of nation
 Pressure from team mates
 Coach very demanding
 Coach-athlete tension
 Coach not understanding athlete
 Coach's incompetence
 Non-supportive coaching attitude
 Non-supportive coach regarding
 Aggressive coaching style
 Indecisive coaching style
 Tension between athletes
 Athletes not training together
 Competitiveness from team-mates
 Separate cliques within the team
 Team-mates lack of ambition
 Inappropriate support from judges
 Getting more support than you
 Officials not fulfilling their role
 Lack of role structure
 Lack of communication between
 Lack of communication between
 coaches
 Lack of communication between
 managers

APPENDIX 4

STUDY 1: STRESSOR FRAMEWORK FOR PUR OF INTERVIEW GUIDE

Too tense

Too many butterflies

Trust ones body

Physical fatigue

Personal health

Illness

Feeling behind in fitness

Running out of gas

Not making desired

weight

Importance of feeling

good physically

Dehydration problems

Poor workouts

Pre-contest warm-up

routines

Inappropriate support

from physiotherapists

Not enough rest

Not following normal

routine

Importance of routine

Poor practice

Lack of practice

Amount of practice

needed to excel

Physical Fitness

Physical Preparation

Pre Match Routine

Not focusing on outcome			
Could not visualize before competition			
Maintaining focused mind	Problems with Psychological Skills		
Over psyched			
Not nervous enough, too relaxed			
Inability to 'psych up'	Lack of Drive		
Not intense enough			
Focusing on performing to potential			
Believing in self			
Determined	Positive Attitude	Mental Preparation	
Focused on doing whatever it would take			
Feeling determined			
Inappropriate support from sport psychologists	Psychological Support		
Feeling isolated			
Feeling no one to talk to			
How feel about time	Time Demands		
Not following normal routine			
Not feeling ready	Incomplete Routines		
Importance of routines			
Perfecting run throughs			
Focusing on negative feedback			
Fell apart mentally			
Questioning mental toughness	Negative Attitude/Thoughts		
Negative attitude			
Doubts			
Confidence problems			
Indecision			
Distracted by others			
Distracted by crowd			
Focused on official	External Distractions		
Unexpected disruptions			
People asking questions			
Disrupted attention			

process of performing
Conscious attention to autonomous technique
Equipment/kit not prepared
Possibility of injury
Risk of aggravating injury
Physical/psychological danger
Physical injuries reduce ability to play
Competing despite injury
Physical injuries caused by over training
Being injured
Being seen to be injured
Unsure of ability after injury
Coming back from injury
Desired goals
Personal standards of performance
Not achieving standards/goals
Not achieving personal/team goals
Not meeting demands
Consequences if demands are not met
Personal meaning of consequences if demands are not met
Always another goal to go after
Always wanting to do better
Position goal
Goal difficulty
Consistency
Unrealistic goals for the team
Unclear goals
Lack of direction with goals
Importance of goals

Organisational

Possibility of injury

Competing while injured

Returning from injury

Desired goals

Not Achieving Goals

Always another goal to go after

Position goal
Goal difficulty
Consistency

Goal Ambiguity

Goal Importance

Injury

Goals

Processes		
Performing complex skills		
Wrestling from bottom		Specific Technical/ Performance Issues
Not having traditional style		
First tee shot		
Starting poorly		Starting Well
Coming into a game when it's close		
Non-selection in starting line-up		
Little time to adjust to situation		
Making an impact on the game		
Pressured to make instant impact on game		
Lot more confident when starting than when on bench		
Performing up to my level of ability		
Not performing up to my level of ability		
Level of standard needed to get a successful outcome		
Response capability		
Performance ambiguity		
Unsure about success in competition		Being/Coming off Bench
Importance of winning		
Self-perceived importance of performance		
Competing in two events		
Competition level		
Competition difficulty		
Performance outcome as a means to evaluate		
Negative evaluation of performance		

Performance Problems

Being/Coming off Bench

Performing to ability

Outcome Uncertainty

Competition Importance

Performance as a Means
of Evaluation

Past experiences and corresponding expectations			
Not improving upon last performance			
When successful looked at closer			
Handling pressure			
Trying to prove self			
Personal pressure			
Putting pressure on self			
Pressure from people looking, all knowing if had a bad day			
Pressure due to people expecting a fall			
Improving effort and performance due to people watching			
Proving self to audience			
Pressure to socialise at tournament			
Knowing selection is dependant upon performance outcome			
Always competing for position			
Competition pressure			
Game importance			
Importance of playing well			
Criticality of the contest			
Competition nearing			
Pressure to make an instant impact			
Start of event			
Wondering if have potential to be great			
Wondering how good could be			
Years of experience			
Lack of experience			
Thought about previous losses			
Upset with previous losses			
Poor form			

Self-imposed pressure

Pressure from Others

Pressure to Mix

Selection pressure

Competition Importance

Starting well

Potential

Experience

Pressure due to previous losses

Pressure

untalented Belief that unskilled/incompetent Comparison of athletic ability	
Perceived competence/ability Needs for competency Composure Inadequacies Negative image of self Self-evaluation of performance	
Embarrassing myself in front of others Impressing others Pleasing home crowd Projecting right media image Being seen as weak Ability to present a desired image Importance of social/physical skills Others view golf as 'wimp sport' Concerns over being negatively evaluated Social evaluation What others think Perceive themselves as objects of others attention	
Struggling for identity Status Recognition Independence	

Mental

Self-Presentational
Concerns

Pe

Social Evaluation

Identity

importance of the consequence of the comparison Age difference Coach talking about opposition	Opponent Comparison			
Conduct of opponents Unfriendly competitor attitude Negative comments from competitors	Negative Opponent Attitude			
Faced with a strong opponent Confronting a strong opponent in an important contest	Opponent Ability	Opponents		P
Losing to a rival Players who hit golf ball further Being psyched out by other players Getting beat by inferior players	Losing to Opponent			
Younger competitors more concerned with ego threatening reasons (i.e., outcome & recognition incentives) Pressure from up and coming opponents	Up & Coming Opponents			
Opponent physically abuses me with a cheap shot Injury at hands of opponent Fouled by opponent	Risk of Injury at Hands of Opponent			

Embarrassing myself in
front of parents

Feeling used by
parents/others
Reduced time spent with
parents/others
Putting stress on family
Difficult family
relationship
Mother upset over
inability to continue
giving input

Presence of relatives
among spectators
Importance of parental
support
Lack of involvement of
parents

Involvement of parents
Recognition of time and
money parents have
invested
Negative support from
parents
Parents telling you how to
do things
Dad involved in all
aspects of sport

Letting parents down
Trying to please parents

Parental shame

Dad getting angry

**Parent/Family
Relationship Issues**

Parent/Family

Parental/Family Support

Impressing Parents/Family

**Negative Parental/Family
Attitude**

Not hungry
Not caring
Lack of desire
No win or die attitude

Lack of Drive

Cost of performing

Cost of performing

Financial

Personal relationship
problem
Rumours about personal
life
Sex life

Relationship Problems

Personal Life Issues

Personal struggles
Traumatic experiences
Daily hassles

Personal Struggles

Figuring out when time to
retire

Retirement

Feeling used by coach Partiality with coach Coach not commanding respect Conservative leadership style Not listening to athletes perspective	Coach Leadership Style			
Criticism by coach Negative emotions expressed by coach about previous performances Nothing ever good enough Coach re-itering mistakes	Negative Coach Comments	Coach Issues		Org
Coach approval Letting down coach Trying to please coach Need to impress coach	Impressing Coach			
Abusive coach Untrustworthy coach	Coach Personality			
Coach ignorance Coach support low Not feeling special	Coach support			
Being out-coached Unable to make desired coach change Disagree with desired coach change Lack of personal instruction Inconsistent coaching style Too much information from coach	Coach's Technical Competence			
Dislike coach Move to be with coach Coach illness/death Different coach Tension among coaching staff No female coach	Coach Relationship Problems			

Pressure to perform to team mates quality
Intimidated by older players
The captain
Team mates asking questions
Hard to have everyone look up at you
Feeling obligated to help younger athletes
Feeling used by team mates
Feeling used by others
Critical group of team mates
Negative emotions expressed by team mates about previous performance
Pressure to beat team mates
Competing against each other
Partner/team mate injury
Working/dealing with others
Team mate relationship
Tension between athletes
Athletes negative attitude affecting atmosphere
New team members affecting atmosphere
Separate groups within team
Individuals focusing on self rather than team
Performance evaluation in locker room
Cliques with other players
Tension because of personal goals within team
Lack of Social Cohesion
Change in level of responsibility on team
Competent team mates
Weak team mates
Poor support from team mates
Other players not pulling weight
Individual roles within a team
Change in level of responsibility on team
Important for team to be successful in order to achieve required outcome

Role Model in Team

Used by Team Mates

Negative Comments from Team Mates

Competing with Team Mates

Team Mate Injury

Team Atmosphere/Relationship

Change in level of responsibility on team

Support from Team Mates

Team Mate Performance Issues

Roles

Team Goals

Team Mates

Org

Performing in front of crowd	Environmental Threat	Competitive Environment
Possibility of negative comments from spectators		
Temperature		
Weather	Organisational	O
Facing strong winds or high seas		
Equipment failure		
Poor fit of equipment	Superstitions	
Problems with kit		
Official bad call		
Poor official	Financial	
Unfair Officials		
Bad luck		
Jinx	Organisational Goals	
Superstitions about venue		
Superstitions about Kit		
Bad experience with sponsors	Media Issues	External Factors
Receiving an athletic scholarship		
Success important in order to sustain/achieve funding from organisation		
Success of individual or team important in order to sustain/promote governing body	Competition Format	Time Demands
Too much media attention/exposure		
Media critics		
Publicity hype	Time Demands	
Expectations of a nation		
Constant public scrutiny		
Competition format	Time Demands	
Late changes to competition situation		
Long competition day		
Too much time between events	Time Demands	
Not enough time between events		
Excessive time demands		

APPENDIX 5

STUDY 1: INTERVIEW GUIDE



Richard Neil

**Department of Sports Science, University of Wales, Swansea, Vivian Tower,
Singleton Park, Swansea. SA2 8PP**

INTERVIEW GUIDE

PARTICIPANTS DETAILS

Participant number:

Name:

Age:

Sex:

Address:

Telephone number(s):

Sport:

Event(s)/position(s):

Years participating in sport:

Current performance level:

Highest performance level:

Date of highest performance level:

Major achievements:

Interview date:

Time begun:

Time ended:

Duration of interview:

Hello, I'm Richard Neil from the Department of Sports Science at the University of Wales, Swansea. Thank you for agreeing to participate in this interview study. In this project I am talking to sports performers and discussing any topics relevant to them in the hour before competition. Specifically, the purpose of this study is to gain insight into your pre-performance experience. That is, your thoughts about certain topics that may occur during that period.

The information from this study will be used in two ways. Firstly, the findings from the interviews will be used for my own Ph.D. research thesis. Secondly, the results will be published in a scientific journal so that other sport scientists, coaches and performers can benefit from them.

I would like to emphasise that your personal interview information will remain *completely confidential*. When presenting the results, I may want to use selected quotes from the interviews in order to illustrate important points. However, these quotes will be strictly anonymous, ensuring that your identity is protected. I will be using a tape recorder in order to ensure the interview process moves more efficiently and to allow for the collection of complete and accurate information. The tape recorder is also necessary so that I will be able to make a typed transcript for later scrutiny or clarification.

As a participant in this study you have several rights. Your participation in this study is entirely voluntary, and you are free to decline to answer any questions or stop the interview at any point. There are no right or wrong answers to the questions that I will be asking. I want to learn and benefit from your experience so that I can better understand what it is like to be involved in senior sport at a competitive level during the one hour period before performance. I hope, therefore, that you will answer the questions in a honest and straightforward manner. If there are any questions you do not feel comfortable answering I would prefer you to decline to comment rather than tell me what you think others or I want to hear. So if you choose not to answer a question, simply state 'no comment', and no further questions related to that topic will be asked. If you have any questions as we go along, then please ask them, as is the case for clarification, if at any time you do not understand what I am asking.

There are two things I need you to keep in mind throughout the interview. Firstly, I will be asking you about your experiences as a sports performer. I know that you are still competing and I will be asking you to think back to times throughout your life in sport. Since you may have to think back in time, you might not be able to immediately remember some things. Take your time as you try to recall the past, pauses are fine. If you still cannot remember after trying to think back, then just let me know, but please do not guess. Secondly, keep in mind that I am interested only in the hour before competition. So in your answers you can draw upon any competitive performance, as long as the experiences are relative to that time period. These could include things connected to your coach, family, sport organisation, preparation, or anything else that is important as they pertain to the topics that we will be discussing.

The interview contains several sections dealing with various topics that may be important or relevant to your preparation for competition. At the end of each section there will be an opportunity for you to add anything that you felt was important and not covered in the questions asked.

Do you have any questions now about what I have talked about so far? Okay, then let's get started.

SECTION ONE: PERFORMANCE ISSUES

PART TWO: INTRODUCTION QUESTIONS

To start the interview, I'd like to find out about you, and certain aspects of the sport that you participate in.

- 1.2.1 Just to clarify, what sport do you participate in?
- 1.2.2 How long have you been competing?
- 1.2.3 What position/event do you perform?
- 1.2.4 What is the current level that you compete at?
- 1.2.5 What is the highest level that you have competed at?
- 1.2.6 Now I'd like to focus upon your major achievements in this sport. Tell me about one, or some, that stick in your memory
- 1.2.7 In order to help me understand your preparation for matches/competition, I'd like to talk me through your preparation on the day of competition from the time you get to the venue right through to the start of the match.

SECTION TWO: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. Again I would like to clarify that the experiences we are going to discuss need to be within the hour before competition. First, I would like to concentrate on aspects that you feel are important in your physical preparation for competition.

- 2.1.1 Tell me about any physical symptoms (e.g., sweaty hands, increased heart rate, butterflies) that you experience during the one-hour before competition?
- 2.1.2 Can you talk to me about your physical fitness during that one hour period?
- 2.1.3 I want to discuss your pre-match physical routine. What exactly do you do?
- 2.1.4 Is there anything else you would like to tell me about regarding your physical preparation?

SECTION TWO: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

We've discussed your physical preparation, now I would like to focus upon topics that you feel are important towards your mental preparation for competition.

- 2.2.1 Tell me about your mental preparation in the hour before you compete?
- 2.2.2 Talk to me about any support (i.e., from coach, family, or anyone else) that you might have during this preparation phase?

The next few questions are related to experiences that other performers have identified relating to mental preparation and the hour before performance.

- 2.2.3 Some performers have mentioned not being able to concentrate during this one hour period, has this ever happened to you? If yes, tell me about what happened?
- 2.2.4 What psychological skills do you use in the hour before competition? Can you talk to me about a time when you had difficulty with your psychological skill usage?
- 2.2.5 Talk to me about any time that you have been unable to psych-up, or had a lack of drive (i.e., no motivation)?
- 2.2.6 Some performers experience positive attitude states before competition, such as 'being up for it' or 'excitement to perform'. Has this ever occurred for you and if so, describe to me what happens?
- 2.2.7 What pre-competition mental routines do you adhere to? Has there ever been a time when you have been unable to complete them or have not felt ready? Explain what happens and why you think this occurs?
- 2.2.8 Some performers talk about experiencing negative attitudes, have you ever experienced this before competition? Describe this experience to me?
- 2.2.9 Tell me about any distractions that have occurred to you before competition. That is, factors that may interrupt your thoughts or preparation.
- 2.2.10 Before proceeding to the next section, is there anything else you would like to add in relation to your mental preparation?

SECTION TWO: PERFORMANCE ISSUES

PART THREE: TACTICAL PREPARATION

The next topic I'd like to discuss with you about getting ready for performance is the tactical preparation that you do.

- 2.3.1 Could you tell me about any personal pre-match instructions that you may receive from your coach concerning your upcoming performance?
- 2.3.2 Could you tell me about your teams pre-match strategies?
- 2.3.3 Before we continue to the next section, is there anything else you would like to add about your tactical preparation?

SECTION TWO: PERFORMANCE ISSUES

PART FOUR: TECHNICAL PREPARATION

Having talked about your physical, mental, and tactical preparation, I would now like to discuss preparation in view of your technique.

- 2.4.1 First, I want to discuss your technical preparation (i.e., drills related to your performance after the initial physical warm-up), what does this involve?
- 2.4.2 Moving away from your own technique, tell me about the equipment you use? Has there ever been an occasion where, for some reason, there was a problem with the equipment?
- 2.4.3 Before we continue to the next section, is there anything else you would like to add about your technical preparation?

SECTION TWO: PERFORMANCE ISSUES

PART FIVE: INJURY

The following sections are related to topics associated with performance. Again clarifying that the experiences we are going to discuss need to be within the hour before competition,

- 2.5.1 Could you tell me about your experiences with injury in the hour before competing?
- 2.5.2 I want to discuss the possibility of getting injured, can you tell me about your experiences with this?
- 2.5.3 Some performers have mentioned that they have competed while carrying an injury, have you ever experienced this? If so, could you elaborate on this experience?
- 2.5.4 When returning from injury, what are your thoughts relating to this topic?
- 2.5.5 Is there anything else you would like to discuss regarding injury?

SECTION TWO: PERFORMANCE ISSUES

PART SIX: GOALS

Continuing with topics associated with your performance, and focusing on the hour before competition, I'd now like to discuss experiences involved with goals and expectations.

- 2.6.1 Could you tell me about your own goals and expectations for your performance?
- 2.6.2 Some performers talk about the thought of not achieving their goals, have you ever experienced this thought during the one hour period prior competition? Tell me about this experience.
- 2.6.3 What are you're thoughts about there always being another goal to achieve?
- 2.6.4 Tell me about an experience, if there is any, where the goals that you have been set were unclear.
- 2.6.5 Having difficult goals set is a topic raised by many athletes; discuss your experience with difficult goals.
- 2.6.6 What are your views about the importance of your goals?
- 2.6.7 Being consistent with performance levels has been mentioned as one of certain athletes' goals, could you tell me your thoughts about this during the hour period prior to competing?
- 2.6.8 Before we continue to the next section, is there anything else you would like to add in relation to goals and goal achievement?

SECTION TWO: PERFORMANCE ISSUES

PART SEVEN: PERFORMANCE PROBLEMS

Now I'd like to talk about aspects within the pre-competition 'one hour period' that concern your upcoming performance.

- 2.7.1 Do you ever think about performing poorly or an undesirable performance outcome? If so, could you tell me about this?
- 2.7.2 During the hour before competition, have you ever thought about being sportsman like or your personal behaviour in the forthcoming match? If so, could you elaborate on this experience?
- 2.7.3 Could you tell me about any specific technical or performance issues that you think about before competition? These could include factors relating to a desired performance for your position.
- 2.7.4 What are your thoughts about starting well?
- 2.7.5 Have you ever been a replacement or a reserve? Tell me about these experiences.
- 2.7.6 Could you talk to me about the times when you have had to come off the bench and start competing?
- 2.7.7 Some performers state that they think about performing up to the level of ability that they believe they can or have reached, is this a topic that you think about? If so, could you elaborate?
- 2.7.8 Could you tell me about your thoughts considering the uncertainty of the competition outcome?
- 2.7.9 The importance of competition (i.e., a final, big game, etc.), what are your thoughts about this topic?
- 2.7.10 When athletes compete, there is a possibility that performance may be evaluated by others, what are your thoughts regarding performance being evaluated during the hour before competition?
- 2.7.11 Is there anything else you'd like to add about topics related to your performance before we go on?

SECTION TWO: PERFORMANCE ISSUES

PART EIGHT: PRESSURE

I'd now like to focus upon any pressure that you may encounter during the hour before competition.

- 2.8.1 Can you tell me about any time that you have felt pressure because of previous successes?
- 2.8.2 Do you ever think that you bring pressure onto yourself? If so, can you describe this for me?
- 2.8.3 Could you tell me about any pressures that you receive from others?
- 2.8.4 Pressure to socialise with others before and during the competition; is this something that you think about in the hour before competition? If so, could you describe this experience?
- 2.8.5 Selection pressure, or competing for a place in the team, can you tell me about your thoughts regarding this?
- 2.8.6 Could you tell me about any times when a match or competition has held importance for you?
- 2.8.7 Some performers have identified the importance of starting well; can you tell me your experiences with this?
- 2.8.8 Again, focusing upon the hour before competition, do you ever wonder if you have the potential to be great or wonder how good you could be? If so, could you tell me about this?
- 2.8.9 Some performers think about having little experience, where as others think about being experienced before a game, does this relate to you? If so, could you describe to me?
- 2.8.10 Can you tell me about any time that you felt pressure because of previous losses or defeats?
- 2.8.11 Is there anything else you'd like to add about the topic of pressure?

SECTION TWO: PERFORMANCE ISSUES

PART NINE: SELF-PRESENTATIONAL CONCERNS

We've focused a lot on performance issues, now I'd like to discuss topics relating to how you present yourself. For example, looking good with regards to your athletic/performing ability or your own physique.

- 2.9.1 Could you tell me about your own physical presentation (i.e., appearing strong, muscular, fit)?
- 2.9.2 Could you talk to me about your technical presentation? (i.e., appearing athletically competent, demonstrating athletic prowess)
- 2.9.3 Is losing your composure something you think about in the hour before a game. If so, can you describe this experience?
- 2.9.4 Talk to me about any topics relating to the possibility of yourself evaluating your own performance?
- 2.9.5 Is the possibility of being evaluated by others (i.e., having your physique or ability evaluated), something you think about. If so, what are your thoughts concerning this?
- 2.9.6 Being recognised or having identity (i.e., being respected and 'known' by peers, significant others, the general public, etc.), is this something that you think about? If so, could you describe this experience?
- 2.9.7 Before we move on, is there anything else you'd like to add regarding your own presentation?

SECTION TWO: PERFORMANCE ISSUES

PART TEN: OPPONENTS

Moving away from topics surrounding yourself, I'd now like to talk to you about any experiences you had with opponents, again during the one hour before competing.

- 2.10.1 Could you tell me about any topics related to your opponents that you may think about during the hour before competition?
- 2.10.2 Some performers mention being intimidated by older players, if this affects you during the hour before competition, could you tell me about this experience?
- 2.10.3 Could you tell me about any time when you have been faced with opponents that you do not know much about?
- 2.10.4 Do you ever compare yourself with an opponent? Why?
- 2.10.5 In the hour before competing, has an opponent ever expressed a negative attitude towards you? If so, can you describe what happened?
- 2.10.6 Talk to me about a time (again, keeping the time frame one hour before competing) when you have competed against a strong opponent?
- 2.10.7 Do you ever think about losing to an opponent? Why?
- 2.10.8 Could you tell me about your experiences with up and coming opponents?
- 2.10.9 Some performers talk about the risk of injury at the hands of an opponent, can you talk to me about this issue?
- 2.10.10 Is there anything else that you'd like to add about your opponents during the one hour period before competition?

SECTION THREE: PERSONAL ISSUES

PART ONE: PARENT/FAMILY

We've discussed a lot of topics surrounding your performance, now I want you to discuss topics surrounding your family.

- 3.1.1 Could you tell me about pressure from your parents or other family members?
- 3.1.2 Tell me about the possibility of evaluation from your parents or family?
- 3.1.3 Talk to me about any topics relating to relationships with your parents and family that you have thought about during the one hour before competition?
- 3.1.4 Could you talk to me about parental/family support?
- 3.1.5 Some performers have thought about impressing their parents or family before competition. Does this affect you? Why?
- 3.1.6 Have you ever received negative attitudes from your parental/family (i.e., about your previous performances or issues regarding your performance)? If so, could you describe to me what happened?
- 3.1.7 Before we move on, is there anything else you would like to add regarding your parents and famil

SECTION THREE: PERSONAL ISSUES

PART TWO: MOTIVATION

I'd now like to discuss topics surrounding your own motivation towards competing. Please remember that I am still only interested in the time period of an hour before competition?

- 3.2.1 Could you talk to me about your own commitment to competing or to the sport?
- 3.2.2 Some performers have talked about a lack of enjoyment, is this something that you think about before competing? If so, could you elaborate on this experience?
- 3.2.3 Could you talk to me about what makes you competitive?
- 3.2.4 Some athletes talk about having a perfectionistic attitude; is this something that you think about? Why?
- 3.2.5 Has there ever been an incident where you feel you lacked drive or motivation? Could you tell me about your experiences regarding this issue?
- 3.2.6 Is there anything else you'd like to add before we move along?

SECTION THREE: PERSONAL ISSUES

PART THREE: FINANCIAL

- 3.3.1 Finance is always another issue in sport; could you tell me about the cost of performing to you?
- 3.3.2 Is there anything else you'd like to add about any financial topics?

SECTION THREE: PERSONAL ISSUES

PART FOUR: PERSONAL LIFE ISSUES

If possible, I'd like to focus briefly on some personal life issues. Please remember that you do not have to answer any of these questions.

- 3.4.1 Can you talk to me about any relationship problems that you may have thought about during the one hour period before competition?
- 3.4.2 Some athletes have mentioned certain personal struggles that they think about before competing, has this ever occurred for you. Could you tell about your experiences with this?
- 3.4.3 All athletes eventually retire? What are your thoughts concerning retirement?
- 3.4.4 Before we move on, is there anything else you'd like to add relating to any personal issues that may affect you in the hour before competition?

SECTION FOUR: ORGANISATIONAL ISSUES

PART ONE: COACH ISSUES

For the final section, I'd like to focus upon issues that surround the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss topics surrounding the relationship between you and your coach.

- 4.1.1 Could you talk to me about pressure from your coach (coaches)?
- 4.1.2 Tell me about the possibility of evaluation from your coach/coaches?
- 4.1.3 Could you tell me about your coach's leadership style?
- 4.1.4 Describe to me any negative comments that you may have received from a coach during the one hour before competition?
- 4.1.5 Some performers have thought about impressing their coach before competition. Does this affect you? If so, why?
- 4.1.6 Tell me about your coach's personality?
- 4.1.7 What sort of support do you receive from your coach?
- 4.1.8 Could you talk to me about your coach's technical competence?
- 4.1.9 How is your relationship with your coach? Could you describe this for me?
- 4.1.10 Is there anything else you'd like to include regarding issues surrounding your coach?

SECTION FOUR: ORGANISATIONAL ISSUES

PART TWO: TEAM MATES

We've discussed your coach, now I'd like to focus upon your team mates and your thoughts and feelings about topics surrounding them.

- 4.2.1 Some performers mention that they often think about what their team mates think about them. If this affects you, could you tell me about this experience?
- 4.2.2 Is acceptance from your team mates an issue for you? Why?
- 4.2.3 Some athletes talk about the possibility of letting others down or embarrassing yourself in front of others. Does this affect you? Why?
- 4.2.4 Could you talk to me about pressure from your team mates?
- 4.2.5 Some performers have talked about being role models within their team. Is this a factor for you? If so, could you elaborate on this topic?
- 4.2.6 Have you ever thought that you have been used by your team mates? If so, could you describe this experience?
- 4.2.7 Think about a time, one hour before competition where a team mate has, or you have thought about a team mate expressing negative comments to yourself. Could you describe this scenario?
- 4.2.8 Could you tell me about competing with your team mates?
- 4.2.9 Have you ever thought about a team mate's injury before competing? Why?
- 4.2.10 Could you tell me about team atmospheres and relationships during the hour before competition?
- 4.2.11 Has there ever been any changes in the level of responsibility on your team or team mates? Could you describe this for me?
- 4.2.12 Talk to me about any support from your team mates?
- 4.2.13 Has there been a time where you have thought about your team mates not pulling their weight? If so, describe this experience?
- 4.2.14 Could you tell me about the individual roles that are handed out within the team?
- 4.2.15 Could you tell me about your team goals?
- 4.2.16 Before we move on, is there anything else you'd like to discuss regarding your team mates during the hour before competition.

SECTION FOUR: ORGANISATIONAL ISSUES

PART THREE: COMPETITIVE ENVIRONMENT

The next section will focus upon topics surrounding the environment that you compete in.

- 4.3.1 Could you tell me about any uncertainties that you may have regarding competition facilities?
- 4.3.2 The possibility of selectors watching the competition. What are your thoughts on this topic?
- 4.3.3 Tell me how you feel about the behaviour of the crowd?
- 4.3.4 O.K., now let's focus on the environment (i.e., weather etc.). What are your thoughts about the competitive environment?
- 4.3.5 Could you talk to me about organisational issues, such as equipment, referees, or how competitions are run?
- 4.3.6 Could you tell me about any superstitions that you might have.
- 4.3.7 We've discussed personal financial issues; now, could you talk to me about financial issues surrounding the organisation?
- 4.3.8 Could you tell me about the goals of your organisation (i.e., governing body)?
- 4.3.9 Before we move on, is there anything you'd like to add on this topic?

SECTION FOUR: ORGANISATIONAL ISSUES

PART FOUR: EXTERNAL FACTORS

Before moving onto the final section, I'd like to discuss any external factors that you may affect you during the one hour before competition.

- 4.4.1 Could you tell me about any media issues that you have experienced? (i.e., publicity hype, media critics)
- 4.4.2 Could you talk to me about the competition format you compete in?
- 4.4.3 What sort of time demands do you, or have you faced? (e.g., having to play a game early, lack of organisation affecting the time you have to prepare)
- 4.4.4 Is there anything else you'd like to add regarding external factors? (i.e., factors that are out of your or anyone associated with your teams control)

SECTION FIVE: CONCLUSION

Ok, we've covered a lot of areas relating to the hour before competing, including those regarding your performance, personal issues, and the organisation.

- 5.1 Is there anything else you'd like to add with reference to the hour before competition?
- 5.2 As an athlete, or if you were a coach, what advice would you give to others to aid in their preparation during the one hour period before competition?
- 5.3 How do you think the interview went?
- 5.4 Did you feel that you could tell your story full?
- 5.5 Did I lead or influence your answers in any way?
- 5.6 Have you any comments or suggestions about the interview itself?

Thank you for helping me out with this study.

APPENDIX 6

STUDY 1: EXTRACTS FROM REFLEXIVE JOURNAL

December 5th 2003

On Wednesday I interviewed a former snooker world champion [Participant D]... this turned out to be the longest interview I have done [3 hours] as he covered a lot of experiences. I allowed this interview on occasions to go off on tangents as I had a checklist of what I needed to cover, but I also did not mind letting Participant D feel more comfortable by continuously conversing, as it seemed he needed to get a lot of things off his chest... as it is said in Patton's book the most influential person is someone who has little to say, who listens and then speaks... so I just listened and the interview then took longer, but the information was far richer as a result...

From a conceptual standpoint, many new organisational stressors have been identified such as 'media induced smoke included on entry to performance venue', 'time changes and performance pauses for media intervals (i.e., television breaks)', and so on. Interestingly, it was difficult for the performer to identify any demand without some sort of an evaluation or emotion attached. For example, when I asked the performer to talk about experiences relating to up and coming opponents, he spoke about how he was worried and anxious about the performers or whether he had the armoury to beat them. Therefore, the fact that the discourse provided by the performer includes appraisals and emotions could account for the previous ambiguity surrounding the sources of stress literature. To elaborate, a number of papers have included appraisals and emotional responses as stressors.

February 13th 2004

This week I transcribed the first interview of Participant H, a surf-lifesaver who has competed for GB. This was interesting as she was the first of the interviewees to really emphasise what Leary (1992) had proposed (i.e., self-presentation concerns). Specifically, the majority of the stressors were related to evaluation from people at the competition, such as looking good for the male competitors etc. There were stressors identified which did not seem to be associated with self-presentational concerns, such as environmental issues related to the fact that on occasions there is no beach to run into the water, therefore she has to swim from the start, something that poses great stress as it puts her at a disadvantage. Other stressors which were unique in context included beating team mates [who are really opponents] and avoiding serious injury from competitors. It was interesting to find out how much contact is involved in this sport when outdoors, it was also interesting to note that although there is an outdoor and an indoor season, only a few stressors are different. For example, during indoor season, the position of the dummy becomes a stressor, yet when outdoor, there is no dummy, so tide and current become factors. Other novel items included adapting technique due to injury and avoiding sharks!

I started to transcribe Participant J's first interview this week also. What I have gained from this interview is a large amount of organisational issues related to the amateurism of the level in which he competes in. These include time delays, poor facilities, along with a lack of enjoyment due to the fact that competing is not the only thing in his life (i.e., more a pastime).

These two different sport performers highlight the vast variety of demands that are experienced within different sports. Indeed, it emphasises, from a practical perspective, how important it is to identify the stressors encountered by each performer, as each experience is different and unique. Many of the demands collected already are different to those identified by Fletcher and associates.

March 26th 2004

Had a PhD meeting today to discuss what I have found so far and how I'd address study 2. My issue at present is that each interview from Study 1 is culminating with over 70 possible stressors. The second study is aimed at addressing the responses to these demands (i.e., cognitive, emotional, and behavioural), and if we asked the individual to relive each stressor, we would have to ask all the probing questions for all 70 items – this seems daunting and more critically we could get duplication from the respondent to get the interview over with. Also, when we initially piloted a dual interview (stressors and responses) it lasted 5 hours, and we had not concluded the interview. Therefore, we decided that it would be better to give the respondent a list of the raw items that they identified under the higher order theme headings so that the individual could elaborate on any items that they deemed more critical or relevant to their performance. Also, I would have a laptop with me that would have the previous interview to clarify any parts of the conversation.

April 9th 2004

All interviews are now analyzed with each individual having their own hierarchal tree depicting the raw items stemming to the higher order and general themes. Similar to last week, I am having further doubts about the structure of the original hierarchal trees. I will stress that I don't think the second higher order themes or general themes are a problem, it is the first higher order themes and more specifically the raw items that are becoming more 'unstable' in my eyes. To elaborate, many of the first higher order themes could be a lot more polished to encompass the raw items a lot more succinctly. For example, there are 10 first higher order themes within the mental preparation umbrella, and one could argue that inadequate, inappropriate and arduous mental preparation could encompass the majority of the raw items that fall under the original 10 themes. Some themes and items could even be removed or combined, polishing the framework even more. Further, based on previous mainstream organisational literature, we proposed competition stress to be stressors or environmental demands primarily and directly pertaining to the competitive situation. Therefore, this would leave out personal issues such as relationship problems and personal struggles. Indeed, although these may be an issue during competition, they are not brought about due to the competition, whereas both performance and organisational issues can emanate within the competition environment.

April 16th 2004

The PhD team met again in Cardiff today (Friday, 16th April, 2004) to go over the interview themes and the hierarchal trees once more to fully polish them before the second interviews were conducted. We all agreed that many of the original themes and items within the original framework did not fit the new definition, and many also 'slipped the net' the last time we met. That is, many are awareness of the possible demands, situational stressors, perceptions / appraisals of the demands, situational stressors, and physical responses.

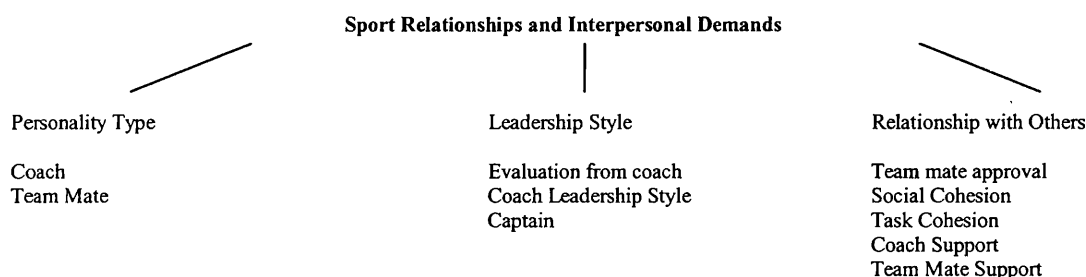
We screened through the whole raw item themes and took out any of the ones that were appraisals or responses, ignoring the higher order themes that they came under; we did adapt some items to create a situational stressor or environmental demand. For example, 'feeling behind in fitness' is a perception of one's fitness, but the stressor is the 'level of fitness'. This is simplistic, yet it identifies how we should now view the whole broader picture of competition stressors... 1) to view the stressors, demands as those primarily and directly pertaining to the competition environment, and 2) to view the raw items at their most abstractive form.

We also decided that many of the items could be rejected, as could many of the higher order themes... many of the higher order themes could be merged (i.e., as I proposed for mental preparation)... personal issues would be taken out as they do not pertain primarily and directly to the competition environment... I do acknowledge that many personal issues would have an affect, such as thinking about arguments, relationships etc.... but we must be succinct with the themes and be in line with the definition... Furthermore, personal issues would be an avenue of future research...

After this meeting we decided not to go over each interview just yet, as 1) this meeting took over 5 hours to come to a conclusion on the raw items and 2) I would construct a new framework based on the discussions today and then validate the framework with the guys... Once this is done, I will go through the transcripts once more to fit the items into the new hierarchal trees....

May 21st 2004

I finished the re-analyses, and do have a number of concerns with the framework as some raw items do not seem to be fitting neatly into the lower order and higher order themes. I had another PhD meeting on Wednesday to get a view point on a number of concerns. For example, within the **Sport Relationships and Interpersonal Demands** dimension I have the concern. To elaborate, within the higher order theme of **lack of social support** I had placed the lower order themes of **team mate evaluation** and **relationship with others**; however I do not think that these links well. I therefore came up with the following framework within the **Sport Relationship and Interpersonal Demands** higher order dimension:



I'm going to continue to work through these and include a justification for ever theme and general dimension so that a clear understanding of how these items are linked and also differ with each stressor can be demonstrated. Specifically, **personality type** and **leadership style** follows Fletcher and Hanton's framework... however, I feel that a higher order dimension of 'Relationship with others' categorizes the following a lot better: **Team mate approval** instead of **evaluation**... the original higher order dimensions of **Relationship with others** and **poor group cohesion** was split into **Social Cohesion**, **Task Cohesion**, **Coach Support**, and **Team Mate Support**. The original problem that I had with **lack of social support** was that it did not encompass other relationship issues such as team mate evaluation/approval or cohesion which does not necessarily mean a lack of social support... indeed, items under task cohesion would include 'working or dealing with new individuals'... this does not mean one is not getting enough support, it is a stressor for individuals to work with new people... secondly, team mate and coach support would then encompass the original social support higher order them within their lower order categories.

May 28th 2004

I am still going through the explanation for the new framework. What is becoming more and more evident from the raw items within the first interviews is that there are primary and secondary stressors... i.e., bus being late is the primary stressor, but then the secondary or indirect stressor is then the preparation being affected because of arriving late. With a new 'working' framework being used I am also preparing the second interviews which need to be tailored for each individual. This section is quite time consuming in that the following process has to be conducted...

- 1) Once we have validated the items that I identified within the transcriptions from all 12 of the first interviews, I have to go through each coded item and enter them into the individual's own framework.
- 2) I then have to take each block of coded items which stem under the higher order dimensions (e.g., the items under physical preparation) and place them into the required section within the second interview guide.
- 3) Once all this is done, each coded item is allocated with the page number indicating where it is found within the interview #1 manuscript... this allows me to search through the laptop efficiently during the second interview, in case the individual cannot recall the content.
- 4) Obviously the final part of this procedure is to tidy up the individual's frameworks and interview guides so that they are presentable for the PHD appendices.

The interviews will start next week and I have had a good response already with five interviews arranged.

APPENDIX 7

STUDY 2: INTERVIEW GUIDE – PARTICIPANT A

SECTION ONE: INTRODUCTION

Thank you for agreeing to participate for this second interview study. In this project I am talking to the same sports performers that were interviewed in study one to discuss the topics that were identified by them in relation to the hour before competition. Specifically, the purpose of this study is to gain insight into your thoughts and feelings about the topics that you identified in the first interview.

The information from this study will be used in two ways. Firstly, the findings from the interviews will be used for my own Ph.D. research thesis. Secondly, the results will be published in a scientific journal so that other sport scientists, coaches and performers can benefit from them.

I would like to emphasise that your personal interview information will remain *completely confidential*. When presenting the results, I may want to use selected quotes from the interviews in order to illustrate important points. However, these quotes will be strictly anonymous, ensuring that your identity is protected. I will be using a tape recorder in order to ensure the interview process moves more efficiently and to allow for the collection of complete and accurate information. The tape recorder is also necessary so that I will be able to make a typed transcript for later scrutiny or clarification. I also have the lap top present to allow me to search through your previous interview transcript in the event that you have forgotten any of the topics that you identified.

As a participant in this study you have several rights. Your participation in this study is entirely voluntary, and you are free to decline to answer any questions or stop the interview at any point. There are no right or wrong answers to the questions that I will be asking. I want to learn and benefit from your experience so that I can better understand what it is like to be involved in senior sport at a competitive level during the one hour period before performance. I hope, therefore, that you will answer the questions in an honest and straightforward manner. If there are any questions you do not feel comfortable answering I would prefer you to decline to comment rather than tell me what you think others or I want to hear. So if you choose not to answer a question, simply state 'no comment', and no further questions related to that topic will be asked. If you have any questions as we go along, then please ask them, as is the case for clarification, if at any time you do not understand what I am asking.

There are two things I need you to keep in mind throughout the interview. Firstly, I will be asking you about your experiences that you identified as a sports performer. Since you have to think back in time, you might not be able to immediately remember some things. Take your time as you try to recall these experiences, pauses are fine. If you still cannot remember after trying to think back, then just let me know, and I will read out an extract from the previous transcript to try and jog your memory. If you still do not recall the experience then we will move onto the next.

Do you have any questions now about what I have talked about so far? Okay, then let's get started.

SECTION ONE: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. The experiences we are going to discuss were, in your first interview, related to the hour before competition. First, I would like to concentrate on aspects that you felt were important in your physical preparation for competition. The following list identifies the thoughts you reported experiencing in the hour before competition related to physical preparation (i.e., lack of physical preparation) [separate list given to interviewee that excludes the location numbers within the first interview transcription]:

- | | |
|--|----------|
| 4 – Physical preparation affected due to arriving late | (Pg. 3) |
| 6 – Lack of fitness to last race | (Pg. 3) |
| 7 – Whether fit enough to compete in same boat as team mates | (Pg. 3) |
| 8 – Fit enough to compete on own | (Pg. 3) |
| 14 – Rushing to get to the start in a big race because we are late | (Pg. 5) |
| 35 – Coming back from injury and competing in the boat race | (Pg. 11) |
| 36 – Not feeling fit enough when returning from injury | (Pg. 12) |
| 67 – Team mate competing while injured | (Pg. 23) |
| 19 – Sitting about in cold because arrived too early | (Pg. 6) |
| 24 – Too relaxed because arrived too early | (Pg. 7) |

- 1.1.1.1 Do any of these experiences stand out differently to the others?
If yes, which ones?
- 1.1.1.2 Ok, focusing on the ones that do not stand out, talk to me about the feelings that were generated because of these experiences during that one hour period?
- 1.1.1.3 What physical symptoms were felt because of these experiences?
- 1.1.1.4 What were your thoughts as a result of these experiences?
- 1.1.1.5 Based on your thoughts and feelings, how did you react?
- 1.1.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' than the rest (GO BACK TO QUESTION 1.1.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

I would now like to concentrate on aspects that you felt were important in your mental preparation for competition.

- 1.2.1.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?
- | | |
|--|----------|
| 22 - Having less mental relaxation time | (Pg. 7) |
| 2 – Think that rigger may fall off | (Pg. 2) |
| 11 – Competing alone | (Pg. 4) |
| 30 – Thought of 'catching a crab' | (Pg. 9) |
| 32 – Think that things could go potentially wrong with equipment | (Pg. 10) |
| 34 – Thinking about boat capsizing in boat race | (Pg. 11) |
| 39 – Thought about previous loss | (Pg. 12) |
| 40 – Difficult goals set in trials | (Pg. 13) |
- 1.2.1.2 Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.2.1.3 How did these experiences make you feel physically?
- 1.2.1.4 What thoughts did they generate?
- 1.2.1.5 Based on your thoughts and feelings, what were your reactions?
- 1.2.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.2.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART THREE: TECHNICAL PREPARATION

- 1.3.1** The next set of questions focuses on all aspects of your technical preparation. As before, from the following list of experiences that you identified, can you tell me if any stand out from the rest?

62 – Adjusting to new boat	(Pg. 21)
23 – Missing strokes before race because rushing as we are late	(Pg. 7)
33 – Things going wrong with equipment before race	(Pg. 10)
3 – Specific technical equipment issues in mind	(Pg. 2)

- 1.3.2** Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.3.3** How did these experiences make you feel physically?
- 1.3.4** What thoughts did they generate?
- 1.3.5** Based on your thoughts and feelings, what were your reactions?
- 1.3.6** Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.3.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: EXPECTATIONS

This next section concentrates on the experiences you identified in the first interview regarding expectations from yourself (i.e., internal), and from others involved within the competition environment (i.e., external).

1.6.1. INTERNAL EXPECTATIONS

- 1.6.1.1** The first subsection focused on those expectations that you place onto yourself... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

38 – Pressure due to previous successes	(Pg. 12)
44 – When replacing rower I had to compete in an undesirable position on boat	(Pg. 15)
31 – Important to Start Well	(Pg. 10)
41 – Consistency in Starts	(Pg. 13)

- 1.6.1.2** Focusing on the ones that do not stand out, how did these make you feel?
- 1.6.1.3** How did these experiences make you feel physically?
- 1.6.1.4** What were you thinking as a result of these experiences?
- 1.6.1.5** Based on your thoughts and feelings, what were your reactions?
- 1.6.1.6** Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.6.1.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: EXPECTATIONS

1.6.2. EXTERNAL EXPECTATIONS

- 1.6.2.1 The next subsection includes those expectations that are placed onto you by others... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

69 – Pressure from being the team to beat	(Pg. 24)
49 – Pressure from selectors watching	(Pg. 16)
59 – Wanting to compete well otherwise can be taken out of next race	(Pg. 19)
47 – High expectations to do well from coach	(Pg. 16)
1 – The point when you put the boat on the water before a big race	(Pg. 2)

- 1.6.2.2 Focusing on the ones that do not stand out, how did these make you feel?

- 1.6.2.3 How did these experiences make you feel physically?

- 1.6.2.4 What were you thinking as a result of these experiences?

- 1.6.2.5 Based on your thoughts and feelings, what were your reactions?

- 1.6.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.6.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: SELF-PRESENTATION

The next set of items are based on your experiences with regard to being evaluated by others...

- 1.7.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

51 – Comparison of own physique with opponents	(Pg. 17)
55 – Coming back from injury - people evaluating my fitness	(Pg. 18)
27 – Think others will think I'm bad if I lose	(Pg. 8)
53 – Appearing athletically competent when racing on own	(Pg. 17)
28 – Letting school down	(Pg. 8)
46 – Letting family down who are in the crowd	(Pg. 15)
56 – Recognition when racing alone	(Pg. 18)

- 1.7.2 Focusing on the ones that do not stand out, what feelings arose because of these experiences?

- 1.7.3 How did these experiences make you feel physically?

- 1.7.4 What thoughts did these experiences generate?

- 1.7.5 Based on your thoughts and feelings, what were your reactions?

- 1.7.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.7.2)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: OPPONENTS

- 1.8.1** The next section focuses on what you discussed about your opponents, from the following list of experiences that you identified in the first study. Do any of the items in the list stand out differently from the rest?

9 – Compare self to opposition with a larger physique	(Pg. 3)
10 – Facing a strong opponent	(Pg. 3)
6 – When on own thinking that opponents have done more training	(Pg. 3)
37 – Opposition will not let us beat them this time	(Pg. 12)
50 – Not sure about the people I am performing against when on own	(Pg. 16)
57 – Intimidated when racing against university performers	(Pg. 18)
58 – Opponents trying to trash boat	(Pg. 19)
60 – Inexperienced crews on other boats could cause damage to your boat	(Pg. 19)
71 – Competing against team that tried to sue	(Pg. 25)

- 1.8.2** Focusing on the ones that do not stand out, how did these make you feel?
- 1.8.3** How did these experiences make you feel physically?
- 1.8.4** What were you thinking as a result of these experiences?
- 1.8.5** Based on your thoughts and feelings, what were your reactions?
- 1.8.6** Ok, focusing now on the experience(s) that you identified as ‘standing out’ differently than the rest (**GO BACK TO QUESTION 1.8.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART ONE: FACTORS INTRINSIC TO THE SPORT

For the second section, I’d like to focus upon issues that you identified relating to the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss with you the topics intrinsic to the sport (i.e., Competition).

- 2.1.1** From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

11 – People around competition environment	(Pg. 4)
42 – Big Crowd	(Pg. 14)
20 – Racing in bad conditions	(Pg. 6)
29 – Rough Weather	(Pg. 9)
5 – Officials shouting at us because we arrived late	(Pg. 3)
70 – Umpires behaviour before competing	(Pg. 24)
25 – Competing on own	(Pg. 8)
45 – Summer season – more races	(Pg. 15)
72 – Times of races changing	(Pg. 25)

- 2.1.2** Focusing on the ones that do not stand out, how did you feel as a result of these?
- 2.1.3** How did these experiences make you feel physically?
- 2.1.4** What thoughts did these generate?
- 2.1.5** Based on your thoughts and feelings, how did you react?
- 2.1.6** Ok, focusing now on the experience(s) that you identified as ‘standing out’ differently than the rest (**GO BACK TO QUESTION 2.1.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART TWO: ROLES IN THE SPORT ORGANISATION

- 2.2.1 The next questions focus on the following experiences you identified with your own role in the sport organisation...
Do either of these stand out for you?

15 – Arriving late (Pg. 5)

16 – Being late because of me (Pg. 5)

- 2.2.2 Focusing on the one that did not stand out, what feelings were generated as a result of this experience?
2.2.3 How did this experience make you feel physically?
2.2.4 What were your thoughts?
2.2.5 Based on your thoughts and feelings, how did you react?
2.2.6 Focusing on the experience that stood out for you, (Go back to 2.2.2)

SECTION TWO: ORGANISATIONAL ISSUES

PART THREE: SPORTS RELATIONSHIPS AND INTERPERSONAL DEMANDS

I'd now like you to focus upon experiences that you identified relating to your relationships with other relevant to your organisation.

- 2.3.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out from the rest?

64 – National coach's personality (Pg. 22)

11 – Bad Cox (Pg. 4)

48 – The thought of letting coach down (Pg. 16)

54 – Coach's comments if we don't as well as we could (Pg. 17)

63 – Thinking about negative comments coach said after previous race (Pg. 22)

17 – Letting team mates down (Pg. 5)

18 – Not relaxing because of arriving late (Pg. 5)

65 – What team mates think (Pg. 22)

66 – Would I be accepted by team mates (Pg. 23)

61 – Racing with people I don't like (Pg. 20)

68 – Lack of team bonding in unfamiliar teams (Pg. 23)

21 – Rowing with a group that hasn't mixed well performance wise (Pg. 6)

52 – People in new team not pulling their weight (Pg. 17)

- 2.3.2 Focusing on the ones that do not stand out, how did you feel as a result of these?
2.3.3 How did these experiences make you feel physically?
2.3.4 What were you thinking because of these experiences?
2.3.5 Based on your thoughts and feelings, how did you react?
2.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 2.3.2)

SECTION TWO: ORGANISATIONAL ISSUES

PART FOUR: ATHLETIC CAREER AND DEVELOPMENT ISSUES

I'd now like you to focus upon the experience that you identified relating to your own athletic career, specifically the effects of sponsorship.

2.4.1 From the following experience that you identified in the first study, can you talk to me how this made you feel?

43 – Being a reserve

(Pg. 14)

2.4.2 How did this experience make you feel physically?

2.4.3 How were you thinking as a result of this experience?

2.4.4 Based on your thoughts and feelings, how did you react?

SECTION THREE: PROBES

PART ONE: DIRECTIONAL PROBES

3.1.1 These thoughts and feeling that you experienced because of specific stressor (list thoughts and feelings), did you view these as positive or negative with regards to your immediate performance?

PART TWO: EXPLANATION PROBES

3.2.1 So, experiencing identify thoughts and feelings were generally positive or negative with regards to your immediate performance, why do you think this is?

PART THREE: FREQUENCY PROBES

3.3.1 These are the thoughts and feelings that you have told me about regarding stressor, list thoughts and feelings, how often did you feel like that during the one hour period before you competed?

3.3.2 What percentage of the time do you experience these thoughts and feelings?

APPENDIX 8

STUDY 2: INTERVIEW GUIDE – PARTICIPANT B

SECTION ONE: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. The experiences we are going to discuss were, in your first interview, related to the hour before competition. First, I would like to concentrate on aspects that you felt were important in your physical preparation for competition. The following list identifies the thoughts you reported experiencing in the hour before competition related to physical preparation [separate list given to interviewee that excludes the location numbers within the first interview transcription]:

- | | |
|--|----------|
| 3 – Physical warm-up affected due to delayed buses | (Pg. 3) |
| 18 – Competing with a groin strain in internationals | (Pg. 7) |
| 50 – Am I fit enough to perform | (Pg. 13) |

- 1.1.1 Do any of these experiences stand out differently to the others?
If yes, which ones?
- 1.1.2 Ok, focusing on the ones that do not stand out, talk to me about the feelings that were generated because of these experiences during that one hour period?
- 1.1.3 What physical symptoms were felt because of these experiences?
- 1.1.4 What were your thoughts as a result of these experiences?
- 1.1.5 Based on your thoughts and feelings, how did you react?
- 1.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' than the rest (GO BACK TO QUESTION 1.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

I would now like to concentrate on aspects that you felt were important in your mental preparation for competition.

- 1.2.1 Focusing on mental preparation, from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- | | |
|---|---------|
| 8 – Psyching self up too much | (Pg. 5) |
| 20 – Thought about previous personal bad performances | (Pg. 7) |
| 21 – Too relaxed because of previous successes | (Pg. 7) |
| 27 – Thoughts about the consequences of losing | (Pg. 9) |
| 19 – Get into to the senior squad | (Pg. 7) |
| 23 – Always something to improve on | (Pg. 8) |
| 25 – Being set unrealistic goals | (Pg. 8) |

- 1.2.2 Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.2.3 How did these experiences make you feel physically?
- 1.2.4 What thoughts did they generate?
- 1.2.5 Based on your thoughts and feelings, what were your reactions?
- 1.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART THREE: TECHNICAL PREPARATION

- 1.3.1 The next set of questions focuses on all aspects of your technical preparation. As before, from the following list of experiences that you identified, can you tell me if any stand out?

14 – Bus being late affecting time spent in technical drills (Pg. 5)

16 – Not having your own stick in warm-up (Pg. 6)

- 1.3.2 Focusing on the one that did not stand out differently, how did this make you feel?
- 1.3.3 How did this experience make you feel physically?
- 1.3.4 What thoughts did they generate?
- 1.3.5 Based on your thoughts and feelings, what were your reactions?
- 1.3.6 Ok, focusing now on the experience(s) that you identified as ‘standing out’ differently than the rest (**GO BACK TO QUESTION 1.3.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: TACTICAL PREPARATION

- 1.4.1 The next set of questions focuses on all aspects of technical preparation, again, from the following list of experiences that you identified in the first study. Which of the experiences stand out for you?

57 – Haven’t got much information on an opponent (Pg. 15)

60 – Not knowing much about up and coming opponents (Pg. 15)

13 – Coach’s personal instructions for me (Pg. 5)

24 – Too much information from coach (Pg. 8)

69 – Too much information from coach about opposition (Pg. 18)

- 1.4.2 Focusing on those that do not stand out differently, what feelings were generated as a result of these experiences?
- 1.4.3 How did these experiences make you feel physically?
- 1.4.4 What were your thoughts?
- 1.4.5 Based on your thoughts and feelings, what were your reactions?
- 1.4.6 Ok, focusing now on the experience(s) that you identified as ‘standing out’ differently than the rest (**GO BACK TO QUESTION 1.4.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: RISK OF INJURY

- 1.5.1 The next questions focus on the following experiences you had with injury... do any of these following experiences stand out differently from the rest?

15 – Possibility of injury reoccurring (Pg. 6)

17 – Going into tackles so soon after injury (Pg. 6)

62 – Risk of injury from opponents that injured you before (Pg. 16)

- 1.5.2 Focusing on the ones that did not stand out, what feelings were generated as a result of these experiences?
- 1.5.3 How did these experiences make you feel physically?
- 1.5.4 What were your thoughts?
- 1.5.5 Based on your thoughts and feelings, how did you react?
- 1.5.6 Ok, focusing now on the experience(s) that you identified as ‘standing out’ differently than the rest (**GO BACK TO QUESTION 1.5.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: EXPECTATIONS

This next section concentrates on the experiences you identified in the first interview regarding expectations from yourself (i.e., internal), and from others involved within the competition environment (i.e., external).

1.6.1. INTERNAL EXPECTATIONS

1.6.1.1 The first subsection focused on those expectations that you place onto yourself... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- 31 – Thinking that I have got to get my touch straight away when I come off the bench (Pg. 10)
- 28 – Hold positions in first ten minutes of each half (Pg. 9)
- 30 – Need to make an instant impact when I get on to show them what I can do (Pg. 9)
- 32 – Have to get into the game straight away when coming off the bench because it is a quick game (Pg. 10)
- 33 – Let quick forwards know you are there from start (Pg. 10)
- 51 – Getting into a skillful forward straight away (Pg. 14)
- 59 – Taking charge of personal battle at start of game (Pg. 15)
- 9 – Haven't been performing as well as liked (Pg. 4)
- 26 – Consistency in performance (Pg. 9)
- 34 – Performing up to the level that I know I can reach (Pg. 10)
- 40 – High expectancies of self (Pg. 12)
- 44 – Wonder how good I could be if I pushed myself (Pg. 14)

1.6.1.2 Focusing on the ones that do not stand out, how did these make you feel?

1.6.1.3 How did these experiences make you feel physically?

1.6.1.4 What were you thinking as a result of these experiences?

1.6.1.5 Based on your thoughts and feelings, what were your reactions?

1.6.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.6.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: EXPECTATIONS

1.6.2. EXTERNAL EXPECTATIONS

1.6.2.1 The next subsection includes those expectations that are placed onto you by others... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- 22 – Being the team everyone wants to beat (Pg. 7)
- 36 – Selectors Watching (Pg. 11)
- 37 – Competing against others for your place in national side (Pg. 11)
- 43 – Have to perform well or will not get selected for next game (Pg. 12)
- 2 – Others expecting you to do well (Pg. 2)
- 39 – Thinking too much about what people expect of me (Pg. 12)
- 41 – Pressure from coach (Pg. 12)
- 5 – Bigger game (Pg. 3)
- 45 – Competing in world cup qualifiers (Pg. 12)

1.6.2.2 Focusing on the ones that do not stand out, how did these make you feel?

1.6.2.3 How did these experiences make you feel physically?

1.6.2.4 What were you thinking as a result of these experiences?

1.6.2.5 Based on your thoughts and feelings, what were your reactions?

1.6.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.6.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART SEVEN: SELF-PRESENTATION

The next set of items are based on your experiences with regard to being evaluated by others...

- 1.7.1** From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

52 – Wanting to look the part physically	(Pg. 14)
47 – Showing your ability on the pitch	(Pg. 13)
58 – Comparing self with other defenders	(Pg. 15)
35 – Consequences of winning	(Pg. 10)
38 – Performance being evaluated by certain people in the crowd	(Pg. 11)
48 – Making a name for yourself in front of home crowd	(Pg. 13)
49 – Being recognized	(Pg. 13)
54 – Possible evaluation from others	(Pg. 14)
63 – Not let family, friends down who are watching	(Pg. 16)

- 1.7.2** Focusing on the ones that do not stand out, what feelings arose because of these experiences?
- 1.7.3** How did these experiences make you feel physically?
- 1.7.4** What thoughts did these experiences generate?
- 1.7.5** Based on your thoughts and feelings, what were your reactions?
- 1.7.6** Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.7.2**)

SECTION ONE: PERFORMANCE ISSUES

PART EIGHT: OPPONENTS

- 1.8.1** The next section focuses on what you discussed about your opponents, from the following list of experiences that you identified in the first study. Do any of the items in the list stand out differently from the rest?

6 – Looking at other team before big game	(Pg. 3)
12 – Competing against the best teams in the world	(Pg. 4)

- 1.8.2** Focusing on the one that did not stand out, how did this make you feel?
- 1.8.3** How did this experience make you feel physically?
- 1.8.4** What were you thinking as a result of this experience?
- 1.8.5** Based on your thoughts and feelings, what were your reactions?
- 1.8.6** Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.8.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART ONE: FACTORS INTRINSIC TO THE SPORT

For the second section, I'd like to focus upon issues that you identified relating to the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss with you the topics intrinsic to the sport (i.e., Competition).

2.1.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

76 – Poor changing facilities when you go abroad	(Pg. 20)
77 – Competing on under watered water based pitches when abroad	(Pg. 20)
1 – Hearing a big crowd	(Pg. 2)
4 – Others that are around me	(Pg. 3)
7 – Friends and family trying to get your attention	(Pg. 3)
65 – People (other people's parents) screaming on touch line	(Pg. 16)
10 – Bad Weather	(Pg. 4)
11 – Playing in hotter countries	(Pg. 4)
78 – Humidity abroad	(Pg. 20)
79 – Referee notorious for bad calls	(Pg. 21)
68 – Competing in back to back games	(Pg. 17)
80 – Getting up too early because game is early morning	(Pg. 21)

2.1.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.1.3 How did these experiences make you feel physically?

2.1.4 What thoughts did these generate?

2.1.5 Based on your thoughts and feelings, how did you react?

2.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.1.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART TWO: ROLES IN THE SPORT ORGANISATION

2.2.1 The next questions focus on the following experience you identified with your own role in the sport organisation...

81 – Arriving at a game too early (Pg. 21)

2.2.2 What feelings were generated as a result of this experience?

2.2.3 How did this experience make you feel physically?

2.2.4 What were your thoughts?

2.2.5 Based on your thoughts and feelings, how did you react?

SECTION TWO: ORGANISATIONAL ISSUES

PART THREE: SPORTS RELATIONSHIPS AND INTERPERSONAL DEMANDS

I'd now like you to focus upon experiences that you identified relating to your relationships with other relevant to your organisation.

- 2.3.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out from the rest?

71 – Coach not treating you as an individual	(Pg. 19)
55 – Prove to coach that they were right to pick you	(Pg. 14)
70 – Conflict with coach due to differing personalities	(Pg. 19)
46 – Do not want to show yourself up in front of new members of team	(Pg. 13)
56 – In awe of older team mates when younger	(Pg. 15)
72 – How team mates think you are performing	(Pg. 19)
64 – Argument with team mates	(Pg. 16)
73 – Not being in the clicks	(Pg. 19)
74 – Team mates talking behind your back	(Pg. 19)

- 2.3.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

- 2.3.3 How did these experiences make you feel physically?

- 2.3.4 What were you thinking because of these experiences?

- 2.3.5 Based on your thoughts and feelings, how did you react?

- 2.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 2.3.2)

SECTION TWO: ORGANISATIONAL ISSUES

PART FOUR: ATHLETIC CAREER AND DEVELOPMENT ISSUES

I'd now like you to focus upon the experiences that you identified relating to your own athletic career.

- 2.4.1 From the following experiences that you identified in the first study, do any stand out differently than the rest?

29 – Being a reserve	(Pg. 9)
61 – Up and coming team mates that could jeopardize own place in team	(Pg. 16)
66 – Seeing teams with kits that have been paid for by organization	(Pg. 17)
67 – Other teams having more financial support than us	(Pg. 17)

- 2.4.2 Focusing on the ones that did not stand out, can you talk to me how these made you feel?

- 2.4.3 How did these experiences make you feel physically?

- 2.4.4 How were you thinking as a result of these experiences?

- 2.4.5 Based on your thoughts and feelings, how did you react?

- 2.4.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 2.4.2)

SECTION TWO: ORGANISATIONAL ISSUES

PART FIVE: ORGANISATIONAL STRUCTURE AND CLIMATE OF THE SPORT

Finally, I would like you to look back upon the experiences that you highlighted relating to the atmosphere in which your team mates create.

2.5.1 From the following experiences that you identified in the first study, do any stand out differently from the rest?

75 – Other team members not pulling their weight (Pg. 20)

42 – Overfriendly attitude in team (Pg. 12)

2.5.2 Focusing on the one that did not stand out, can you talk to me about how this made you feel?

2.5.3 How did this experience make you feel physically?

2.5.4 What were you thinking?

2.5.5 Based on your thoughts and feelings, how did you react?

2.5.6 Focusing on the experience that did stand out for you... (Go back to Question 2.5.2)

SECTION THREE: PROBES

PART ONE: DIRECTIONAL PROBES

3.1.1 These thoughts and feeling that you experienced because of specific stressor (list thoughts and feelings), did you view these as positive or negative with regards to your immediate performance?

PART TWO: EXPLANATION PROBES

3.2.1 So, experiencing identify thoughts and feelings were generally positive or negative with regards to your immediate performance, why do you think this is?

PART THREE: FREQUENCY PROBES

3.3.1 These are the thoughts and feelings that you have told me about regarding stressor, list thoughts and feelings, how often did you feel like that during the one hour period before you competed?

3.3.2 What percentage of the time do you experience these thoughts and feelings?

APPENDIX 9

STUDY 2: INTERVIEW GUIDE – PARTICIPANT C

SECTION ONE: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. The experiences we are going to discuss were, in your first interview, related to the hour before competition. First, I would like to concentrate on aspects that you felt were important in your physical preparation for competition.

- 1.1.1 From the following list of thoughts you reported experiencing in the hour before competition; do any of these experiences stand out differently to the others? [separate list given to interviewee that excludes the location numbers within the first interview transcription]: If yes, which ones?

4 – Thoughts about Physical fitness because training not going well	(Pg. 3)
5 – Thoughts about physical fitness because been ill	(Pg. 3)
6 – Thoughts about physical fitness because I have been injured	(Pg. 3)
15 – A week out of the water before race	(Pg. 7)
47 – Training gone badly in the week	(Pg. 17)
60 – Not preparing in larger pool	(Pg. 22)

- 1.1.2 Ok, focusing on the ones that do not stand out, talk to me about the feelings that were generated because of these experiences during that one hour period?
- 1.1.3 What physical symptoms were felt because of these experiences?
- 1.1.4 What were your thoughts as a result of these experiences?
- 1.1.5 Based on your thoughts and feelings, how did you react?
- 1.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' than the rest (GO BACK TO QUESTION 1.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

I would now like to concentrate on aspects that you felt were important in your mental preparation for competition.

- 1.2.1 Focusing first on inappropriate mental preparation, from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

12 – Thought about previous poor performances	(Pg. 6)
20 – Thinking about personal times rather than technique	(Pg. 18)
27 – Looking at competitors before race	(Pg. 10)
32 – Pressure on self to keep up with opponent	(Pg. 12)
44 – How well opponents will do in race	(Pg. 15)
18 – Wanting to get to final	(Pg. 8)
21 – Qualifying for Commonwealth Games	(Pg. 8)
22 – Importance of getting a good time	(Pg. 9)
48 – Always wanting to improve	(Pg. 18)

- 1.2.2 Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.2.3 How did these experiences make you feel physically?
- 1.2.4 What thoughts did they generate?
- 1.2.5 Based on your thoughts and feelings, what were your reactions?
- 1.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART THREE: TECHNICAL PREPARATION

- 1.3.1 The next set of questions focuses on all aspects of your technical preparation. As before, from the following list of experiences that you identified, can you tell me if any stand out from the rest?

- | | |
|--|----------|
| 10 – Zip breaking on costume | (Pg. 5) |
| 2 – Constantly checking equipment | (Pg. 2) |
| 26 – Thinking about starting technique | (Pg. 10) |

- 1.3.2 Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.3.3 How did these experiences make you feel physically?
- 1.3.4 What thoughts did they generate?
- 1.3.5 Based on your thoughts and feelings, what were your reactions?
- 1.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.3.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: TACTICAL PREPARATION

- 1.4.1 The next set of questions focuses on all aspects of technical preparation, again, from the following list of experiences that you identified in the first study. Which of the experiences stand out for you?

- | | |
|---|----------|
| 28 – Coach instructing to keep up with opponent rather than focus on own race | (Pg. 11) |
| 9 – Too much information from coach | (Pg. 5) |

- 1.4.2 Focusing on those that do not stand out differently, what feelings were generated as a result of these experiences?
- 1.4.3 How did these experiences make you feel physically?
- 1.4.4 What were your thoughts?
- 1.4.5 Based on your thoughts and feelings, what were your reactions?
- 1.4.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.4.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: RISK OF INJURY

- 1.5.1 The next questions focus on the following experience you had with injury...

- | | |
|---|---------|
| 16 – Possibility of making injury worse | (Pg. 7) |
|---|---------|

- 1.5.2 What feelings were generated as a result of this experience?
- 1.5.3 How did this experience make you feel physically?
- 1.5.4 What were your thoughts?
- 1.5.5 Based on your thoughts and feelings, how did you react?

SECTION ONE: PERFORMANCE ISSUES

PART SIX: EXPECTATIONS

This next section concentrates on the experiences you identified in the first interview regarding expectations from yourself (i.e., internal), and from others involved within the competition environment (i.e., external).

1.6.1. INTERNAL EXPECTATIONS

1.6.1.1 The first subsection focused on those expectations that you place onto yourself... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- 1 – Performing appropriate skill (Pg. 2)
- 23 – Being consistent with stroke count (Pg. 9)
- 19 – Swim well in the morning (Pg. 8)

1.6.1.2 Focusing on the ones that do not stand out, how did these make you feel?

1.6.1.3 How did these experiences make you feel physically?

1.6.1.4 What were you thinking as a result of these experiences?

1.6.1.5 Based on your thoughts and feelings, what were your reactions?

1.6.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.6.1.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: EXPECTATIONS

1.6.2. EXTERNAL EXPECTATIONS

1.6.2.1 The next subsection includes those expectations that are placed onto you by others... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- 56 – Wanting to impress selectors (Pg. 22)
- 58 – Wanting to get time that will get me selected for major tournament (Pg. 22)
- 13 – Expected to swim well (Pg. 7)
- 14 – Expected to swim well in a good field (Pg. 7)
- 24 – Over optimistic coach (Pg. 10)
- 25 – Coach expecting a good performance (Pg. 10)
- 31 – Others expecting you to do well (Pg. 12)
- 35 – Parents watching, expecting me to achieve (Pg. 13)
- 11 – Smaller Competitions (Pg. 6)
- 30 – Commonwealth trials (Pg. 12)
- 49 – Threat to number 1 status (Pg. 18)

1.6.2.2 Focusing on the ones that do not stand out, how did these make you feel?

1.6.2.3 How did these experiences make you feel physically?

1.6.2.4 What were you thinking as a result of these experiences?

1.6.2.5 Based on your thoughts and feelings, what were your reactions?

1.6.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.6.2.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SEVEN: SELF-PRESENTATION

The next set of items are based on your experiences with regard to being evaluated by others...

- 1.7.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

39 – Own physique for swimming	(Pg. 14)
41 – Others evaluating physique	(Pg. 15)
40 – Need to perform technically well	(Pg. 14)
57 – Wanting to look good in the pool	(Pg. 22)
29 – Have to perform well otherwise will embarrass myself in front of others	(Pg. 11)
42 – Will be recognized if win race	(Pg. 15)
53 – Embarrassing myself in front of others causing them to negatively evaluate me	(Pg. 20)

- 1.7.2 Focusing on the ones that do not stand out, what feelings arose because of these experiences?

- 1.7.3 How did these experiences make you feel physically?

- 1.7.4 What thoughts did these experiences generate?

- 1.7.5 Based on your thoughts and feelings, what were your reactions?

- 1.7.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.7.2**)

SECTION ONE: PERFORMANCE ISSUES

PART EIGHT: OPPONENTS

- 1.8.1 The next section focuses on what you discussed about your opponents, from the following list of experiences that you identified in the first study. Do any of the items in the list stand out differently from the rest?

34 – Opponent looking fit	(Pg. 13)
37 – Facing strong opponents	(Pg. 13)
43 – How well opponents have been swimming	(Pg. 15)
33 – Opponents could have entered a slower time than their PB	(Pg. 13)
46 – Competing against up and coming opponent	(Pg. 16)

- 1.8.2 Focusing on the ones that do not stand out, how did these make you feel?

- 1.8.3 How did these experiences make you feel physically?

- 1.8.4 What were you thinking as a result of these experiences?

- 1.8.5 Based on your thoughts and feelings, what were your reactions?

- 1.8.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.8.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART ONE: FACTORS INTRINSIC TO THE SPORT

For the second section, I'd like to focus upon issues that you identified relating to the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss with you the topics intrinsic to the sport (i.e., Competition).

2.1.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- | | |
|--|----------|
| 8 – Humidity of the pool | (Pg. 4) |
| 17 – Equipment failure at event | (Pg. 8) |
| 3 – Delay to getting on the blocks | (Pg. 3) |
| 7 – Arriving late because of early start | (Pg. 4) |
| 59 – Race being too early in day | (Pg. 22) |

2.1.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.1.3 How did these experiences make you feel physically?

2.1.4 What thoughts did these generate?

2.1.5 Based on your thoughts and feelings, how did you react?

2.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.1.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART TWO: ROLES IN THE SPORT ORGANISATION

2.2.1 The next questions focus on the following experience you identified with your own role in the sport organisation...

38 – Pressure to succeed because everyone is looking up to you (Pg. 14)

2.2.2 What feelings were generated as a result of this experience?

2.2.3 How did this experience make you feel physically?

2.2.4 What were your thoughts?

2.2.5 Based on your thoughts and feelings, how did you react?

SECTION TWO: ORGANISATIONAL ISSUES

PART THREE: SPORTS RELATIONSHIPS AND INTERPERSONAL DEMANDS

I'd now like you to focus upon experiences that you identified relating to your relationships with other relevant to your organisation.

2.3.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out from the rest?

45 – Could be better if changed coach (Pg. 16)

51 – Disagreement with coach due to own increased knowledge (Pg. 19)

52 – Impress coach (Pg. 20)

54 – Indirect pressure from team mates as do not want to embarrass myself in front of them (Pg. 21)

36 – Not knowing anyone at national tournament (Pg. 13)

2.3.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.3.3 How did these experiences make you feel physically?

2.3.4 What were you thinking because of these experiences?

2.3.5 Based on your thoughts and feelings, how did you react?

2.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 2.3.2)

SECTION TWO: ORGANISATIONAL ISSUES

PART FOUR: ATHLETIC CAREER AND DEVELOPMENT ISSUES

I'd now like you to focus upon the experience that you identified relating to your own athletic career, specifically the effects of sponsorship.

2.4.1 From the following experience that you identified in the first study, can you talk to me how this made you feel?

50 – Perform well to get sponsorship back (Pg. 18)

2.4.2 How did this experience make you feel physically?

2.4.3 How were you thinking as a result of this experience?

2.4.4 Based on your thoughts and feelings, how did you react?

SECTION TWO: ORGANISATIONAL ISSUES

PART FIVE: ORGANISATIONAL STRUCTURE AND CLIMATE OF THE SPORT

Finally, I would like you to look back upon the experience that you highlighted relating to the atmosphere in which your team mates create.

2.5.1 From the following experience that you identified in the first study, can you talk to me how this made you feel?

55 – Competing with team mate (Pg. 21)

2.5.2 How did this experience make you feel physically?

2.5.3 What were you thinking?

2.5.4 Based on your thoughts and feelings, how did you react?

SECTION THREE: PROBES

PART ONE: DIRECTIONAL PROBES

- 3.1.1 These thoughts and feeling that you experienced because of specific stressor (list thoughts and feelings), did you view these as positive or negative with regards to your immediate performance?

PART TWO: EXPLANATION PROBES

- 3.2.1 So, experiencing identify thoughts and feelings were generally positive or negative with regards to your immediate performance, why do you think this is?

PART THREE: FREQUENCY PROBES

- 3.3.1 These are the thoughts and feelings that you have told me about regarding stressor, list thoughts and feelings, how often did you feel like that during the one hour period before you competed?
- 3.3.2 What percentage of the time do you experience these thoughts and feelings?

APPENDIX 10

STUDY 2: INTERVIEW GUIDE – PARTICIPANT D

SECTION ONE: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. The experiences we are going to discuss were, in your first interview, related to the hour before competition. First, I would like to concentrate on aspects that you felt were important in your physical preparation for competition. The following list identifies the thoughts you reported experiencing in the hour before competition related to physical preparation [separate list given to interviewee that excludes the location numbers within the first interview transcription]:

8 – Smoke in eyes affecting play

(Pg. 5)

- 1.1.1 Talk to me about any feelings that were generated because of this experience during that one hour period before competition?
- 1.1.2 What physical symptoms were felt because of this experience?
- 1.1.3 What were your thoughts as a result of this experience?
- 1.1.4 Based on your thoughts and feelings, how did you react?

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

I would now like to concentrate on aspects that you felt were important in your mental preparation for competition.

- 1.2.1.1 First focusing on inadequate and arduous mental preparation, that is, preparation that you did not complete or was difficult... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

4 – Lonely sport

(Pg. 3)

66 – Competitions taking you away from your family

(Pg. 31)

76 – Lack of calming influence after my father died

(Pg. 35)

10 – Preparing self for a long hard game

(Pg. 6)

47 – Wanting to win the competition

(Pg. 20)

56 – Keeping my composure

(Pg. 24)

- 1.2.1.2 Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.2.1.3 How did these experiences make you feel physically?
- 1.2.1.4 What thoughts did they generate?
- 1.2.1.5 Based on your thoughts and feelings, what were your reactions?
- 1.2.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.2.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

- 1.2.2.1** Now switching the focus to inappropriate mental preparation, that is, preparation that you did not complete properly or had trouble with... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

3 – Knew that I was not playing well in latter years	(Pg. 3)
5 – Not knowing what would happen out there	(Pg. 3)
9 – Would have liked to play quicker	(Pg. 6)
12 – Knowing game is not as good	(Pg. 7)
13 – Previously over using defensive style	(Pg. 7)
15 – Starting to make opinion of self because on own a lot	(Pg. 7)
16 – Thought about mistakes in previous session	(Pg. 8)
21 – How am I going to handle what is in front of me	(Pg. 10)
31 – Knew that success was decreasing	(Pg. 11)
35 – Too much time to think during intervals	(Pg. 15)
40 – Not wanting to loose all the frames	(Pg. 17)
45 – Thinking about technique rather than beating the player	(Pg. 20)
48 – Thought about previous losses	(Pg. 20)
50 – Aware that your game is going backwards	(Pg. 20)
52 – Going there to do my best rather than to win the tournament	(Pg. 21)
53 – Realization that couldn't win tournaments	(Pg. 22)
54 – Expectation decreasing	(Pg. 23)
55 – Not expecting to do so well because lost in previous tournament	(Pg. 23)
61 – Striving to get everything right	(Pg. 28)

- 1.2.2.2** Focusing on the ones that do not stand out differently, how did these make you feel?

1.2.2.3 How did these experiences make you feel physically?

1.2.2.4 What thoughts did they generate?

1.2.2.5 Based on your thoughts and feelings, what were your reactions?

1.2.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.2.2.2**)

SECTION ONE: PERFORMANCE ISSUES

PART THREE: TECHNICAL PREPARATION

- 1.3.1** The next set of questions focuses on all aspects of your technical preparation. As before, from the following list of experiences that you identified, can you tell me if any stand out?

29 – Go in to practice and table is not available	(Pg. 11)
41 – Not getting enough table time	(Pg. 17)
68 – Pre-match routines not going as planned	(Pg. 33)
14 – Difficult to change style of play during match play	(Pg. 7)
30 – Playing bad on practice table	(Pg. 11)
42 – Changing technique to do things better	(Pg. 17)
43 – Changing cue	(Pg. 17)
44 – Major changes in technique	(Pg. 19)
46 – Not knowing what cue action is	(Pg. 19)
51 – False timing because of wearing glasses	(Pg. 20)

- 1.3.2** Focusing on the ones that did not stand out differently, how did these make you feel?
- 1.3.3** How did these experiences make you feel physically?
- 1.3.4** What thoughts did they generate?
- 1.3.5** Based on your thoughts and feelings, what were your reactions?
- 1.3.6** Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.3.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: EXPECTATIONS

This next section concentrates on the experiences you identified in the first interview regarding expectations from yourself (i.e., internal), and from others involved within the competition environment (i.e., external).

1.4.1 INTERNAL EXPECTATIONS

- 1.4.1.1** The first subsection focused on those expectations that you place onto yourself... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

39 – Starting well	(Pg. 16)
58 – Important to start well off the break	(Pg. 26)
57 – Holding the lead (interval)	(Pg. 24)
62 – Pressure to perform well	(Pg. 29)
6 – Staying in the top ranks	(Pg. 4)
7 – Not wanting to go to qualifying rounds next year	(Pg. 4)

- 1.4.1.2** Focusing on the ones that do not stand out, how did these make you feel?
- 1.4.1.3** How did these experiences make you feel physically?
- 1.4.1.4** What were you thinking as a result of these experiences?
- 1.4.1.5** Based on your thoughts and feelings, what were your reactions?
- 1.4.1.6** Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.4.1.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: EXPECTATIONS

1.4.2 EXTERNAL EXPECTATIONS

- 1.4.2.1** The next subsection includes those expectations that are placed onto you by others... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

27 – Pressure from being world champ the year before	(Pg. 10)
17 – Arriving at the competition	(Pg. 9)
28 – The crucible	(Pg. 11)
25 – Is the game on live T.V.	(Pg. 10)
37 – Media criticism of my technique	(Pg. 15)
50 – Aware that your game is going backwards	(Pg. 20)
63 – Pressure from the public and media	(Pg. 29)

- 1.4.2.2** Focusing on the ones that do not stand out, how did these make you feel?
- 1.4.2.3** How did these experiences make you feel physically?
- 1.4.2.4** What were you thinking as a result of these experiences?
- 1.4.2.5** Based on your thoughts and feelings, what were your reactions?
- 1.4.2.6** Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.4.2.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: SELF-PRESENTATION

The next set of items are based on your experiences with regard to being evaluated by others...

- 1.5.1** From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

34 – Evaluation from spectators	(Pg. 14)
36 – Not playing well and competing live on T.V.	(Pg. 15)
69 – People questioning my style of play	(Pg. 33)
32 – Not playing well and family as spectators	(Pg. 13)
67 – Presenting right image to people	(Pg. 32)

- 1.5.2** Focusing on the ones that do not stand out, what feelings arose because of these experiences?
- 1.5.3** How did these experiences make you feel physically?
- 1.5.4** What thoughts did these experiences generate?
- 1.5.5** Based on your thoughts and feelings, what were your reactions?
- 1.5.6** Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.5.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: OPPONENTS

- 1.6.1** The next section focuses on what you discussed about your opponents, from the following list of experiences that you identified in the first study. Do any of the items in the list stand out differently from the rest?

1 – Stronger opponents in latter stages of career	(Pg. 3)
2 – Opposition stronger in earlier rounds	(Pg. 3)
11 – Playing an attacking style player	(Pg. 7)
18 – Players coming through that were of a high standard	(Pg. 9)
19 – Standard increasing	(Pg. 9)
26 – Drawing the only qualifier that could have beaten me	(Pg. 10)
71 – Competing against successful opponents	(Pg. 34)
73 – Strong opponents	(Pg. 35)
75 – Up and coming opponents of good quality	(Pg. 35)
22 – What is my opponent going to do in the match	(Pg. 10)
23 – How well is opponent going to play in match	(Pg. 10)
24 – How is opponent handling pressure	(Pg. 10)
33 – Negative comments from fellow players during interval phases	(Pg. 13)
64 – Comments from opponents on your game	(Pg. 30)
70 – Competing against ‘personality’ players	(Pg. 34)
74 – Competing against opponents I didn’t like	(Pg. 35)
72 – Competing against opponent I don’t know anything about	(Pg. 35)

- 1.6.2** Focusing on the one that did not stand out, how did this make you feel?
- 1.6.3** How did this experience make you feel physically?
- 1.6.4** What were you thinking as a result of this experience?
- 1.6.5** Based on your thoughts and feelings, what were your reactions?
- 1.6.6** Ok, focusing now on the experience(s) that you identified as ‘standing out’ differently than the rest (**GO BACK TO QUESTION 1.6.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART ONE: FACTORS INTRINSIC TO THE SPORT

For the second section, I'd like to focus upon issues that you identified relating to the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss with you the topics intrinsic to the sport (i.e., Competition).

- 2.1.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

20 – Music in the crucible signifying for you to go out	(Pg. 9)
60 – Entering the arena (Facing the heat)	(Pg. 28)
80 – Table not right	(Pg. 39)
81 – Room is cold	(Pg. 39)
82 – Poor conditions in venue	(Pg. 40)
38 – Crowd booing you when up against home favourite	(Pg. 16)
65 – Congested season	(Pg. 31)
83 – Tournaments every week	(Pg. 40)
84 – Allocation times for playing	(Pg. 41)

- 2.1.2 Focusing on the ones that do not stand out, how did you feel as a result of these?
- 2.1.3 How did these experiences make you feel physically?
- 2.1.4 What thoughts did these generate?
- 2.1.5 Based on your thoughts and feelings, how did you react?
- 2.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.1.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART TWO: SPORTS RELATIONSHIPS AND INTERPERSONAL DEMANDS

I'd now like you to focus upon experiences that you identified relating to your relationships with other relevant to your organisation.

- 2.2.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out from the rest?

78 – Coach's method to put fear into you	(Pg. 38)
77 – Wanting to do well for coach	(Pg. 37)
79 – Wanting to play well for team when in international side	(Pg. 38)

- 2.2.2 Focusing on the ones that do not stand out, how did you feel as a result of these?
- 2.2.3 How did these experiences make you feel physically?
- 2.2.4 What were you thinking because of these experiences?
- 2.2.5 Based on your thoughts and feelings, how did you react?
- 2.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.2.2**)

SECTION THREE: PROBES

PART ONE: DIRECTIONAL PROBES

- 3.1.1 These thoughts and feeling that you experienced because of specific stressor (list thoughts and feelings), did you view these as positive or negative with regards to your immediate performance?

PART TWO: EXPLANATION PROBES

- 3.2.1 So, experiencing identify thoughts and feelings were generally positive or negative with regards to your immediate performance, why do you think this is?

PART THREE: FREQUENCY PROBES

- 3.3.1 These are the thoughts and feelings that you have told me about regarding stressor, list thoughts and feelings, how often did you feel like that during the one hour period before you competed?
- 3.3.2 What percentage of the time do you experience these thoughts and feelings?

APPENDIX 11

STUDY 2: INTERVIEW GUIDE – PARTICIPANT E

SECTION ONE: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. The experiences we are going to discuss were, in your first interview, related to the hour before competition. First, I would like to concentrate on aspects that you felt were important in your physical preparation for competition. The following list identifies the thoughts you reported experiencing in the hour before competition related to physical preparation [separate list given to interviewee that excludes the location numbers within the first interview transcription]:

- | | |
|---------------------------------------|----------|
| 7 – Not having a rub down before game | (Pg. 2) |
| 15 – Haven't had time for physio | (Pg. 5) |
| 17 – Competing while injured | (Pg. 6) |
| 59 – Team mate carrying an injury | (Pg. 20) |
| 52 – Wasted time in training | (Pg. 19) |

- 1.1.1 Do any of these experiences stand out differently to the others?
If yes, which ones?
- 1.1.2 Ok, focusing on the ones that do not stand out, talk to me about the feelings that were generated because of these experiences during that one hour period?
- 1.1.3 What physical symptoms were felt because of these experiences?
- 1.1.4 What were your thoughts as a result of these experiences?
- 1.1.5 Based on your thoughts and feelings, how did you react?
- 1.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' than the rest (GO BACK TO QUESTION 1.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

I would now like to concentrate on aspects that you felt were important in your mental preparation for competition.

- 1.2.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?
- | | |
|---|----------|
| 11 – Poor personal performance the week before | (Pg. 5) |
| 13 – Making same mistakes as last week | (Pg. 5) |
| 28 – Thinking about how are we going to play before the big games | (Pg. 11) |
| 46 – Focusing on an argument and not game | (Pg. 15) |
| 23 – Playing well consistently | (Pg. 9) |
| 47 – Wanting to get back into premier league | (Pg. 16) |
- 1.2.2 Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.2.3 How did these experiences make you feel physically?
- 1.2.4 What thoughts did they generate?
- 1.2.5 Based on your thoughts and feelings, what were your reactions?
- 1.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART THREE: TECHNICAL PREPARATION

- 1.3.1 The next set of questions focuses on all aspects of your technical preparation. As before, from the following list of experiences that you identified, can you tell me if either stand out?

- 8 – Not completing specific technical warm-up for full back (Pg. 3)
12 – Poor performance of technical drills in warm-up (Pg. 5)

- 1.3.2 Focusing on the one that does not stand out differently, how did this make you feel?
1.3.3 How did this experience make you feel physically?
1.3.4 What thoughts did it generate?
1.3.5 Based on your thoughts and feelings, what were your reactions?
1.3.6 Ok, focusing now on the experience that you identified as 'standing out' differently (GO BACK TO QUESTION 1.3.2)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: RISK OF INJURY

- 1.4.1 The next questions focus on the following experience you had with injury. From the following list of experiences that you identified, can you tell me if either stand out?

- 18 – Don't want to get injured when big match next week (Pg. 7)
20 – Risk of aggravating hamstring injury (Pg. 8)

- 1.4.2 The one that did not stand out, what feelings were generated as a result of this experience?
1.4.3 How did this experience make you feel physically?
1.4.4 What were your thoughts?
1.4.5 Based on your thoughts and feelings, how did you react?
1.4.6 Ok, focusing now on the experience that you identified as 'standing out' differently (GO BACK TO QUESTION 1.4.2)

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: EXPECTATIONS

This next section concentrates on the experiences you identified in the first interview regarding expectations from yourself (i.e., internal), and from others involved within the competition environment (i.e., external).

1.5.1. INTERNAL EXPECTATIONS

- 1.5.1.1 The first subsection focused on those expectations that you place onto yourself... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- 27 – Meeting the standard set last year (Pg. 11)
58 – Want to be top try scorer again this season (Pg. 20)
25 – Important to personally start well (Pg. 10)
24 – Importance of playing well (Pg. 9)
35 – Wanting to prove a point against opponent (Pg. 12)
41 – Playing against opponent who is a friend (Pg. 14)

- 1.5.1.2 Focusing on the ones that do not stand out, how did these make you feel?
1.5.1.3 How did these experiences make you feel physically?
1.5.1.4 What were you thinking as a result of these experiences?
1.5.1.5 Based on your thoughts and feelings, what were your reactions?

- 1.5.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.5.1.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: EXPECTATIONS

1.5.2. EXTERNAL EXPECTATIONS

- 1.5.2.1 The next subsection includes those expectations that are placed onto you by others... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

60 – Being the team to be shot down	(Pg. 21)
26 – Start well for the benefit of the team	(Pg. 10)
10 – Important to make mark in side	(Pg. 4)
21 – Be dropped if don't play well	(Pg. 8)
31 – Competition for places	(Pg. 11)
33 – Knowing if don't play well will be dropped	(Pg. 12)
61 – Regional Selector watching	(Pg. 21)
32 – Pressure from the crowd to perform well	(Pg. 12)
1 – Big game	(Pg. 2)
2 – As a youngster playing at senior level	(Pg. 2)
3 – 3 rd senior game playing in unknown position	(Pg. 2)
6 – Varsity Match	(Pg. 2)
9 – Playing a weaker side	(Pg. 4)
14 – Can't afford to lose any more games	(Pg. 5)
66 – Playing on live T.V.	(Pg. 22)

- 1.5.2.2 Focusing on the ones that do not stand out, how did these make you feel?

- 1.5.2.3 How did these experiences make you feel physically?

- 1.5.2.4 What were you thinking as a result of these experiences?

- 1.5.2.5 Based on your thoughts and feelings, what were your reactions?

- 1.5.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.5.2.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: SELF-PRESENTATION

The next set of items are based on your experiences with regard to being evaluated by others...

- 1.6.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

39 – Physique being evaluated	(Pg. 14)
22 – Not wanting to make a mistake in front of a big crowd	(Pg. 9)
57 – Responsibility to play well as more experienced player	(Pg. 20)
30 – Want praise from others after the game	(Pg. 11)
36 – Looking the part	(Pg. 13)
40 – Wanting to be recognized by opposition	(Pg. 14)
45 – Impressing girlfriends parents who are at the game	(Pg. 15)
55 – Embarrassing self in front of team mates	(Pg. 20)
56 – Embarrassing self in front of crowd	(Pg. 20)

- 1.6.2 Focusing on the ones that do not stand out, what feelings arose because if these experiences?

- 1.6.3 How did these experiences make you feel physically?

- 1.6.4 What thoughts did these experiences generate?

- 1.6.5 Based on your thoughts and feelings, what were your reactions?

- 1.6.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.6.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SEVEN: OPPONENTS

- 1.7.1 The next section focuses on what you discussed about your opponents, from the following list of experiences that you identified in the first study. Do any of the items in the list stand out differently from the rest?

- | | |
|---|----------|
| 37 – Faced against a strong individual | (Pg. 13) |
| 38 – Facing high quality players | (Pg. 13) |
| 42 – Competing against opponent who has had the better of you in past | (Pg. 14) |
| 44 – Marking big name opponents | (Pg. 14) |

- 1.7.2 Focusing on the ones that do not stand out, how did these make you feel?
- 1.7.3 How did these experiences make you feel physically?
- 1.7.4 What were you thinking as a result of these experiences?
- 1.7.5 Based on your thoughts and feelings, what were your reactions?
- 1.7.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.7.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART ONE: FACTORS INTRINSIC TO THE SPORT

For the second section, I'd like to focus upon issues that you identified relating to the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss with you the topics intrinsic to the sport (i.e., Competition).

- 2.1.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- | | |
|---|----------|
| 50 – Poor changing facilities | (Pg. 17) |
| 4 – Playing in front of big crowds in first season as a youngster | (Pg. 2) |
| 5 – Big crowd | (Pg. 2) |
| 62 – Hostile crowd | (Pg. 22) |
| 48 – Heavy rain | (Pg. 16) |
| 49 – Windy Conditions | (Pg. 17) |
| 63 – Notorious referee | (Pg. 22) |
| 64 – Governing body constantly changing the end of season goals | (Pg. 22) |
| 65 – Disagree with governing body's goals | (Pg. 22) |

- 2.1.2 Focusing on the ones that do not stand out, how did you feel as a result of these?
- 2.1.3 How did these experiences make you feel physically?
- 2.1.4 What thoughts did these generate?
- 2.1.5 Based on your thoughts and feelings, how did you react?
- 2.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.1.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART TWO: ROLES IN THE SPORT ORGANISATION

- 2.2.1 The next questions focus on the following experience you identified with your own role in the sport organisation...

- | | |
|-------------------------|---------|
| 16 – Arriving too early | (Pg. 5) |
|-------------------------|---------|

- 2.2.2 What feelings were generated as a result of this experience?
- 2.2.3 How did this experience make you feel physically?

- 2.2.4 What were your thoughts?
2.2.5 Based on your thoughts and feelings, how did you react?

SECTION TWO: ORGANISATIONAL ISSUES

PART THREE: SPORTS RELATIONSHIPS AND INTERPERSONAL DEMANDS

I'd now like you to focus upon experiences that you identified relating to your relationships with other relevant to your organisation.

- 2.3.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out from the rest?

29 – Want to play well as coaches will watch the game afterwards (Pg. 11)

34 – Want to impress for new team (Pg. 12)

53 – Wanting to play well so team mates respect you (Pg. 19)

- 2.3.2 Focusing on the ones that do not stand out, how did you feel as a result of these?
2.3.3 How did these experiences make you feel physically?
2.3.4 What were you thinking because of these experiences?
2.3.5 Based on your thoughts and feelings, how did you react?
2.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.3.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART FOUR: ATHLETIC CAREER AND DEVELOPMENT ISSUES

I'd now like you to focus upon the experience that you identified relating to your own athletic career, specifically the effects of sponsorship.

- 2.4.1 From the following experience that you identified in the first study, can you talk to me how this made you feel?

51 – Not agreeing with coach's reasons for being dropped (Pg. 19)

- 2.4.2 How did this experience make you feel physically?
2.4.3 How were you thinking as a result of this experience?
2.4.4 Based on your thoughts and feelings, how did you react?

SECTION TWO: ORGANISATIONAL ISSUES

PART FOUR: ORGANISATIONAL STRUCTURE AND CLIMATE OF THE SPORT

Finally, I would like you to look back upon the experiences that you highlighted relating to the atmosphere in which your team mates create.

- 2.5.1 From the following list of experiences that you identified in the first study, do any stand out?

43 – Competing against team mate who has been picked before you on occasions (Pg. 14)

19 – Some team mates on scholarship not playing (Pg. 7)

- 2.5.2 Focusing on the one that did not stand out, can you talk to me about how this made feel?
2.5.3 How did this experience make you feel physically?
2.5.4 What were you thinking?
2.5.5 Based on your thoughts and feelings, how did you react?
2.5.6 Ok, focusing now on the experience that you identified as 'standing out' differently (**GO BACK TO QUESTION 2.5.2**)

SECTION THREE: PROBES

PART ONE: DIRECTIONAL PROBES

- 3.1.1 These thoughts and feeling that you experienced because of specific stressor (list thoughts and feelings), did you view these as positive or negative with regards to your immediate performance?

PART TWO: EXPLANATION PROBES

- 3.2.1 So, experiencing identify thoughts and feelings were generally positive or negative with regards to your immediate performance, why do you think this is?

PART THREE: FREQUENCY PROBES

- 3.3.1 These are the thoughts and feelings that you have told me about regarding stressor, list thoughts and feelings, how often did you feel like that during the one hour period before you competed?
- 3.3.2 What percentage of the time do you experience these thoughts and feelings?

APPENDIX 12

STUDY 2: INTERVIEW GUIDE – PARTICIPANT F

SECTION ONE: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. The experiences we are going to discuss were, in your first interview, related to the hour before competition. First, I would like to concentrate on aspects that you felt were important in your physical preparation for competition. The following list identifies the thoughts you reported experiencing in the hour before competition related to physical preparation [separate list given to interviewee that excludes the location numbers within the first interview transcription]:

- | | |
|---|----------|
| 1 – Practise cut short affecting warm-up | (Pg. 1) |
| 13 – Missed practice because sorting out other team mates bikes | (Pg. 2) |
| 14 – Stiff in warm-up for four cross | (Pg. 3) |
| 35 – Little niggles in wrist | (Pg. 8) |
| 66 – Race getting delayed prolonging preparation | (Pg. 17) |
| 31 – Tired because of practicing too much | (Pg. 7) |

1.1.1 Do any of these experiences stand out differently to the others?

If yes, which ones?

1.1.2 Ok, focusing on the ones that do not stand out, talk to me about the feelings that were generated because of these experiences during that one hour period?

1.1.3 What physical symptoms were felt because of these experiences?

1.1.4 What were your thoughts as a result of these experiences?

1.1.5 Based on your thoughts and feelings, how did you react?

1.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' than the rest (GO BACK TO QUESTION 1.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

I would now like to concentrate on aspects that you felt were important in your mental preparation for competition.

1.2.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- | | |
|---|----------|
| 15 – Lack of practice affecting mental preparation and feel for the bike / course | (Pg.3) |
| 19 – Had a poor gate in previous race(s) | (Pg. 3) |
| 23 – Sitting around and watching other competitors before race | (Pg. 4) |
| 33 – Thought about where I have fallen off in practice runs | (Pg. 7) |
| 59 – See opponents taking different lines than you in downhill | (Pg. 15) |
| 72 – Mentally tired before a race | (Pg. 19) |
| 34 – Thoughts about making big, risky, jump | (Pg. 7) |
| 42 – Wanting to push myself to the edge to get best performance | (Pg. 10) |
| 68 – Thinking about the course | (Pg. 17) |
| 71 – Setting realistic, yet challenging goals | (Pg. 19) |

1.2.2 Focusing on the ones that do not stand out differently, how did these make you feel?

1.2.3 How did these experiences make you feel physically?

1.2.4 What thoughts did they generate?

1.2.5 Based on your thoughts and feelings, what were your reactions?

1.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART THREE: TECHNICAL PREPARATION

- 1.3.1 The next set of questions focuses on all aspects of your technical preparation. As before, from the following list of experiences that you identified, can you tell me if either stand out?

- | | |
|---|----------|
| 6 – Restricted to the tyres / components of sponsor | (Pg. 1) |
| 7 – Not having correct tyre for track / conditions because of sponsor | (Pg. 1) |
| 12 – Fixing other team members bikes when should have been practicing / relaxing | (Pg. 2) |
| 58 – Broke component on bike 10 minutes before race so had to use team mates bike | (Pg. 14) |
| 4 – Focus on technical set up of bike when weather changes | (Pg. 1) |
| 5 – Focusing hard on what tyre widths/tread to use | (Pg. 1) |
| 43 – Adjusting technique for different formats of racing | (Pg. 10) |

- 1.3.2 Focusing on the one that does not stand out differently, how did this make you feel?
- 1.3.3 How did this experience make you feel physically?
- 1.3.4 What thoughts did it generate?
- 1.3.5 Based on your thoughts and feelings, what were your reactions?
- 1.3.6 Ok, focusing now on the experience that you identified as 'standing out' differently (GO BACK TO QUESTION 1.3.2)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: EXPECTATIONS

This next section concentrates on the experiences you identified in the first interview regarding expectations from yourself (i.e., internal), and from others involved within the competition environment (i.e., external).

1.4.1. INTERNAL EXPECTATIONS

- 1.4.1.1 The first subsection focused on those expectations that you place onto yourself... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- | | |
|---|---------|
| 40 – Want to repeat previous good performance | (Pg. 9) |
| 16 – Important to start well on the gate (four cross) | (Pg. 3) |
| 18 – Timing the gate effectively | (Pg. 3) |
| 39 – Want to finish in top 2 in knockout rounds | (Pg. 8) |
| 20 – Wanting to get the points in qualifying races to get to ¼ finals | (Pg. 3) |

- 1.4.1.2 Focusing on the ones that do not stand out, how did these make you feel?
- 1.4.1.3 How did these experiences make you feel physically?
- 1.4.1.4 What were you thinking as a result of these experiences?
- 1.4.1.5 Based on your thoughts and feelings, what were your reactions?
- 1.5.1.3 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.5.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: EXPECTATIONS

1.4.2. EXTERNAL EXPECTATIONS

1.4.2.1 The next subsection includes those expectations that are placed onto you by others... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- | | |
|---|----------|
| 41 – People who look up to you expecting you to do well | (Pg. 9) |
| 54 – Want to win for people looking up to me | (Pg. 13) |
| 73 – People expecting me to win local races | (Pg. 20) |
| 51 – World Cup | (Pg. 12) |
| 49 – Want to perform well to achieve better deals / sponsors | (Pg. 11) |
| 46 – Commentators promoting name before race | (Pg. 11) |
| 52 – Write ups in media placing further expectations onto you | (Pg. 12) |
| 53 – Media questioning whether I should be at race | (Pg. 13) |

1.4.2.2 Focusing on the ones that do not stand out, how did these make you feel?

1.4.2.3 How did these experiences make you feel physically?

1.4.2.4 What were you thinking as a result of these experiences?

1.4.2.5 Based on your thoughts and feelings, what were your reactions?

1.4.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.4.2.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: SELF-PRESENTATION

The next set of items are based on your experiences with regard to being evaluated by others...

1.5.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- | | |
|---|----------|
| 47 – Want to look competent in front of media | (Pg. 11) |
| 50 – Want to be recognized by others for mountain bike skills | (Pg. 11) |
| 48 – Want name recognized by media | (Pg. 11) |
| 55 – Want to look the part for media purposes | (Pg. 13) |

1.5.2 Focusing on the ones that do not stand out, what feelings arose because of these experiences?

1.5.3 How did these experiences make you feel physically?

1.5.4 What thoughts did these experiences generate?

1.5.5 Based on your thoughts and feelings, what were your reactions?

1.5.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.6.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: OPPONENTS

- 1.6.1 The next section focuses on what you discussed about your opponents, from the following list of experiences that you identified in the first study. Do any of the items in the list stand out differently from the rest?

8 – Comparing my equipment to what other people are riding (tyres etc)	(Pg. 2)
21 – Pressure at gate practice because other riders preparing also	(Pg. 4)
24 – Competitors trying to talk to you and distracting your focus at starting gates	(Pg. 5)
36 – Racing good standard so you know it will be aggressive	(Pg. 8)
38 – Top 2, gladiator, finish in WC, therefore overly aggressive races	(Pg. 8)

- 1.6.2 Focusing on the ones that do not stand out, how did these make you feel?
- 1.6.3 How did these experiences make you feel physically?
- 1.6.4 What were you thinking as a result of these experiences?
- 1.6.5 Based on your thoughts and feelings, what were your reactions?
- 1.6.6 Ok, focusing now on the experience(s) that you identified as ‘standing out’ differently than the rest (**GO BACK TO QUESTION 1.7.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART ONE: FACTORS INTRINSIC TO THE SPORT

For the second section, I'd like to focus upon issues that you identified relating to the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss with you the topics intrinsic to the sport (i.e., Competition).

- 2.1.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

17 – Every starting gate is different	(Pg. 3)
32 – Downhill having an unpredictable environment	(Pg. 7)
44 – Varying conditions in downhill	(Pg. 10)
45 – Physically demanding and dangerous course	(Pg. 11)
63 – 10,000 home supporters at World Cup cheering you on	(Pg. 16)
65 – Walking back to start of race past public	(Pg. 16)
3 – Focus on weather conditions when race importance increases	(Pg. 1)
61 – Windy weather	(Pg. 15)
2 – Practise delayed	(Pg. 1)
64 – Races being close together in world cup	(Pg. 16)
22 – Organisers changed timing on gates from previous day	(Pg. 4)
37 – New format in world championships	(Pg. 8)

- 2.1.2 Focusing on the ones that do not stand out, how did you feel as a result of these?
- 2.1.3 How did these experiences make you feel physically?
- 2.1.4 What thoughts did these generate?
- 2.1.5 Based on your thoughts and feelings, how did you react?
- 2.1.6 Ok, focusing now on the experience(s) that you identified as ‘standing out’ differently than the rest (**GO BACK TO QUESTION 2.1.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART TWO: ROLES IN THE SPORT ORGANISATION

2.2.1 The next questions focus on the following experience you identified with your own role in the sport organisation...

67 – Only pro member of team so important to do well for team (Pg. 17)

11 – New team in learning stage as far as arriving on time and dealing with mechanical problems (Pg. 2)

2.2.2 What feelings were generated as a result of this experience?

2.2.3 How did this experience make you feel physically?

2.2.4 What were your thoughts?

2.2.5 Based on your thoughts and feelings, how did you react?

SECTION TWO: ORGANISATIONAL ISSUES

PART THREE: SPORTS RELATIONSHIPS AND INTERPERSONAL DEMANDS

I'd now like you to focus upon experiences that you identified relating to your relationships with other relevant to your organisation.

2.3.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out from the rest?

25 – Coach quite intimidating, I feel he knows better all the time (Pg. 5)

27 – Coach's word final (Pg. 5)

9 – Coach not knowing a great deal about downhill (Pg. 2)

10 – Wanting to progress in both downhill and four cross, but coach not knowledgeable about downhill (Pg. 2)

26 – Coach has not adapted to modern day standards (Pg. 5)

28 – Felt quite distant from the team (Pg. 6)

29 – Only one in team racing downhill so no one to compare lines with (Pg. 6)

56 – Wanting to fit in to the culture of the sport (Pg. 13)

57 – Wanted to be accepted by fellow riders (Pg. 13)

70 – Team mate not interacting socially (Pg. 70)

2.3.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.3.3 How did these experiences make you feel physically?

2.3.4 What were you thinking because of these experiences?

2.3.5 Based on your thoughts and feelings, how did you react?

2.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 2.3.2)

SECTION TWO: ORGANISATIONAL ISSUES

PART FOUR: ORGANISATIONAL STRUCTURE AND CLIMATE OF THE SPORT

Finally, I would like you to look back upon the experiences that you highlighted relating to the atmosphere in which your team mates create.

2.5.1 From the following list of experiences that you identified in the first study, do any stand out?

69 – Complications in team due to me having a number of sponsors (Pg. 18)

30 – Team management not being as supportive for downhill as for four cross (Pg. 6)

62 – Poor support facilities from Team management (Pg. 15)

2.5.2 Focusing on the one that did not stand out, can you talk to me about how this made feel?

2.5.3 How did this experience make you feel physically?

2.5.4 What were you thinking?

2.5.5 Based on your thoughts and feelings, how did you react?

2.5.6 Ok, focusing now on the experience that you identified as 'standing out' differently (GO BACK TO QUESTION 2.5.2)

SECTION THREE: PROBES

PART ONE: DIRECTIONAL PROBES

- 3.1.1 These thoughts and feeling that you experienced because of specific stressor (list thoughts and feelings), did you view these as positive or negative with regards to your immediate performance?

PART TWO: EXPLANATION PROBES

- 3.2.1 So, experiencing identify thoughts and feelings were generally positive or negative with regards to your immediate performance, why do you think this is?

PART THREE: FREQUENCY PROBES

- 3.3.1 These are the thoughts and feelings that you have told me about regarding stressor, list thoughts and feelings, how often did you feel like that during the one hour period before you competed?
- 3.3.2 What percentage of the time do you experience these thoughts and feelings?

APPENDIX 13

STUDY 2: INTERVIEW GUIDE – PARTICIPANT G

SECTION ONE: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. The experiences we are going to discuss were, in your first interview, related to the hour before competition. First, I would like to concentrate on aspects that you felt were important in your physical preparation for competition. The following list identifies the thoughts you reported experiencing in the hour before competition related to physical preparation [separate list given to interviewee that excludes the location numbers within the first interview transcription]:

- | | |
|--|----------|
| 6 – Competing while ill | (Pg. 3) |
| 7 – Being late for an away game affecting time to warm-up | (Pg. 4) |
| 24 – Being a substitute and having to come on when not physically ready | (Pg. 8) |
| 59 – Team mate who has injury | (Pg. 18) |
| 12 – Things that occur that are different to what you expected in your routine | (Pg. 4) |
| 2 – Physically demanding Warm-up | (Pg. 1) |

1.1.1 Do any of these experiences stand out?

If yes, which ones?

1.1.2 Ok, focusing on the ones that do not stand out, talk to me about the feelings that were generated because of these experiences during that one hour period?

1.1.3 What physical symptoms were felt because of these experiences?

1.1.4 What were your thoughts as a result of these experiences?

1.1.5 Based on your thoughts and feelings, how did you react?

1.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' (GO BACK TO QUESTION 1.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

I would now like to concentrate on aspects that you felt were important in your mental preparation for competition.

1.2.1 Focusing on mental preparation, from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- | | |
|---|----------|
| 8 – Expect too much of self | (Pg. 4) |
| 14 – Thinking about previous losses | (Pg. 5) |
| 23 – Too much respect for opposition | (Pg. 8) |
| 33 – Thought about previous game in which I played poorly | (Pg. 10) |
| 41 – Possibility of self evaluating upcoming performance | (Pg. 12) |
| 50 – Needing to be perfect | (Pg. 15) |
| 55 – Thinking about losing | (Pg. 17) |
| 56 – Not wanting to personally perform poorly | (Pg. 17) |
| 19 – Setting realistic, yet challenging goals | (Pg. 6) |
| 21 – Important goals | (Pg. 7) |
| 25 – Wanting to improve on last performance | (Pg. 9) |

1.2.2 Focusing on the ones that do not stand out differently, how did these make you feel?

1.2.3 How did these experiences make you feel physically?

1.2.4 What thoughts did they generate?

1.2.5 Based on your thoughts and feelings, what were your reactions?

1.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART THREE: TECHNICAL PREPARATION

- 1.3.1 The next set of questions focuses on all aspects of your technical preparation. As before, from the following list of experiences that you identified, can you tell me if any stand out?

17 – Not enough time for technical drills (Pg. 6)

18 – Inadequate equipment for warm-up (Pg. 6)

- 1.3.2 Focusing on the one that did not stand out differently, how did this make you feel?

- 1.3.3 How did this experience make you feel physically?

- 1.3.4 What thoughts did it generate?

- 1.3.5 Based on your thoughts and feelings, what were your reactions?

- 1.3.6 Ok, focusing now on the experience that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.3.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: TACTICAL PREPARATION

- 1.4.1 The next set of questions focus on your experience with technical preparation, again. How did this experience make you feel?

13 – Positional Instructions from Coach (Pg. 5)

- 1.4.2 How did this experience make you feel physically?

- 1.4.3 What were your thoughts?

- 1.4.4 Based on your thoughts and feelings, what were your reactions?

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: RISK OF INJURY

- 1.5.1 The next questions focus on the following experiences you had with injury... Do any of the following experiences stand out differently from the rest? If so, which ones?

3 – Risk of aggravating knee injury (Pg. 2)

4 – The knee injury reoccurring (Pg. 2)

5 – First game back after injury (Pg. 3)

49 – Possibility of injury from opponents (Pg. 14)

- 1.5.2 Focusing on the experiences that did not 'stand out', what feelings were generated?

- 1.5.3 How did these experiences make you feel physically?

- 1.5.4 What were your thoughts?

- 1.5.5 Based on your thoughts and feelings, how did you react?

- 1.5.6 Ok, focusing now on the experience that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.5.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: EXPECTATIONS

This next section concentrates on the experiences you identified in the first interview regarding expectations from yourself (i.e., internal), and from others involved within the competition environment (i.e., external).

1.6.1. INTERNAL EXPECTATIONS

1.6.1.1 The first subsection focused on those expectations that you place onto yourself... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

32 – Pressure to beat team again in away fixture (Pg. 10)

26 – Important to personally perform well (Pg. 9)

38 – Wonder how good could be (Pg. 11)

1.6.1.2 Focusing on the ones that do not stand out, how did these make you feel?

1.6.1.3 How did these experiences make you feel physically?

1.6.1.4 What were you thinking as a result of these experiences?

1.6.1.5 Based on your thoughts and feelings, what were your reactions?

1.6.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.6.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: EXPECTATIONS

1.6.2. EXTERNAL EXPECTATIONS

1.6.2.1 The next subsection includes those expectations that are placed onto you by others... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

30 – Putting pressure on yourself because you were told that you had a superb game the week before (Pg. 10)

31 – Too many positive comments from team mates about last weeks game (Pg. 10)

15 – Crucial to start well (Pg. 5)

36 – Coach wanting you to come on and do a specific job well (Pg. 10)

37 – High standard of players in team (Pg. 11)

51 – Selection getting harder due to better younger performers (Pg. 16)

20 – Coach over expectancy (Pg. 7)

34 – Coach wanting you to do better than last week (Pg. 10)

35 – Coach wanting you to build on last week's performance (Pg. 10)

1 – Important Game (Pg. 1)

27 – Not wanting to waste opportunity of final (Pg. 9)

1.6.2.2 Focusing on the ones that do not stand out, how did these make you feel?

1.6.2.3 How did these experiences make you feel physically?

1.6.2.4 What were you thinking as a result of these experiences?

1.6.2.5 Based on your thoughts and feelings, what were your reactions?

1.6.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.6.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART SEVEN: SELF-PRESENTATION

The next set of items are based on your experiences with regard to being evaluated by others...

- 1.7.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

40 – Embarrassing self on pitch by making a mistake	(Pg. 12)
39 – Looking professional	(Pg. 12)
42 – Being respected by others	(Pg. 12)
43 – Wanting to keep respect from younger players	(Pg. 13)
53 – Wanting youngsters to look up to you	(Pg. 17)

- 1.7.2 Focusing on the ones that do not stand out, what feelings arose because if these experiences?
- 1.7.3 How did these experiences make you feel physically?
- 1.7.4 What thoughts did these experiences generate?
- 1.7.5 Based on your thoughts and feelings, what were your reactions?
- 1.7.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.7.2**)

SECTION ONE: PERFORMANCE ISSUES

PART EIGHT: OPPONENTS

- 1.8.1 The next section focuses on what you discussed about your opponents, from the following list of experiences that you identified in the first study. Do any of the items in the list stand out differently from the rest?

9 – Playing against high profile teams	(Pg. 4)
16 – Playing perceived weaker teams	(Pg. 5)
44 – Evaluating Opponents Ability	(Pg. 13)
46 – Looking at opposition in warm-up thinking they are good	(Pg. 13)
48 – Competing against a strong, quick opponent	(Pg. 13)
47 – Intimidation tactics from players on high profile teams	(Pg. 13)
45 – Younger competitors	(Pg. 13)

- 1.8.2 Focusing on the ones that did not stand out, how did these make you feel?
- 1.8.3 How did these experiences make you feel physically?
- 1.8.4 What were you thinking as a result of these experiences?
- 1.8.5 Based on your thoughts and feelings, what were your reactions?
- 1.8.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.8.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART ONE: FACTORS INTRINSIC TO THE SPORT

For the second section, I'd like to focus upon issues that you identified relating to the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss with you the topics intrinsic to the sport (i.e., Competition).

2.1.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

64 – Filthy Changing rooms (Pg. 19)

68 – Pitch in a state (Pg. 20)

66 – Abusive Spectator (Pg. 19)

65 – Weather is rough (Pg. 19)

67 – Time of game changing to later in day (Pg. 20)

2.1.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.1.3 How did these experiences make you feel physically?

2.1.4 What thoughts did these generate?

2.1.5 Based on your thoughts and feelings, how did you react?

2.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.1.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART TWO: ROLES IN THE SPORT ORGANISATION

2.2.1 The next questions focus on the following experiences you identified with your own role in the sport organisation, can you tell me if any stand out differently from the rest?

57 – Setting standard for the rest of the team (Pg. 18)

62 – More responsibility because captain (Pg. 19)

2.2.2 Focusing on the one that does not stand out, what feelings were generated as a result of this experience?

2.2.3 How did this experience make you feel physically?

2.2.4 What were your thoughts?

2.2.5 Based on your thoughts and feelings, how did you react?

2.2.6 Ok, focusing now on the experience that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.2.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART THREE: SPORTS RELATIONSHIPS AND INTERPERSONAL DEMANDS

I'd now like you to focus upon experiences that you identified relating to your relationships with other relevant to your organisation.

2.3.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out from the rest?

- | | |
|--|----------|
| 11 – Coach not turning up | (Pg.4) |
| 61 – Coach going off on one | (Pg. 18) |
| 28 – Letting coach down | (Pg. 9) |
| 52 – Wanting to impress coach | (Pg. 16) |
| 29 – Not playing well in front of team mates | (Pg. 9) |
| 54 – Need to impress team mates | (Pg. 17) |

2.3.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.3.3 How did these experiences make you feel physically?

2.3.4 What were you thinking because of these experiences?

2.3.5 Based on your thoughts and feelings, how did you react?

2.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.3.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART FOUR: ATHLETIC CAREER AND DEVELOPMENT ISSUES

I'd now like you to focus upon the experience that you identified relating to your own athletic career, specifically the effects of sponsorship.

2.4.1 From the following experience that you identified in the first study, can you talk to me how this made you feel?

- | | |
|---|---------|
| 10 – Good players on team, hard to keep place | (Pg. 4) |
|---|---------|

2.4.2 How did this experience make you feel physically?

2.4.3 How were you thinking as a result of this experience?

2.4.4 Based on your thoughts and feelings, how did you react?

SECTION TWO: ORGANISATIONAL ISSUES

PART FIVE: ORGANISATIONAL STRUCTURE AND CLIMATE OF THE SPORT

Finally, I would like you to look back upon the experience that you highlighted relating to the atmosphere in which your team mates create.

2.3.1 Do any of the following experiences stand out differently from the rest? If so, which ones?

- | | |
|---|----------|
| 58 – Competing with team mates for position | (Pg. 18) |
| 63 – Team mate not been pulling weight on field | (Pg. 19) |
| 60 – Intense team atmosphere | (Pg. 18) |

2.3.2 Focusing on the experiences that did not stand out, how did they make you feel?

2.3.3 How did they make you feel physically?

2.3.4 What were you thinking?

2.3.5 Based on your thoughts and feelings, how did you react?

2.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.3.2**)

SECTION THREE: PROBES

PART ONE: DIRECTIONAL PROBES

- 3.1.1 These thoughts and feeling that you experienced because of specific stressor (list thoughts and feelings), did you view these as positive or negative with regards to your immediate performance?

PART TWO: EXPLANATION PROBES

- 3.2.1 So, experiencing identify thoughts and feelings were generally positive or negative with regards to your immediate performance, why do you think this is?

PART THREE: FREQUENCY PROBES

- 3.3.1 These are the thoughts and feelings that you have told me about regarding stressor, list thoughts and feelings, how often did you feel like that during the one hour period before you competed?
- 3.3.2 What percentage of the time do you experience these thoughts and feelings?

APPENDIX 14

STUDY 2: INTERVIEW GUIDE – PARTICIPANT H

SECTION ONE: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. The experiences we are going to discuss were, in your first interview, related to the hour before competition. First, I would like to concentrate on aspects that you felt were important in your physical preparation for competition. The following list identifies the thoughts you reported experiencing in the hour before competition related to physical preparation [separate list given to interviewee that excludes the location numbers within the first interview transcription]:

- 2 – Haven't done enough training (Pg. 2)
- 3 – Carrying a shoulder injury (Pg. 2)

1.1.1 Do any of these experiences stand out?

If yes, which one?

- 1.1.2 Ok, focusing on the one that does not stand out, talk to me about the feelings that were generated because of this experience during that one hour period?
- 1.1.3 What physical symptoms were felt because of this experience?
- 1.1.4 What were your thoughts as a result of this experience?
- 1.1.5 Based on your thoughts and feelings, how did you react?
- 1.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' than the rest (GO BACK TO QUESTION 1.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

I would now like to concentrate on aspects that you felt were important in your mental preparation for competition.

- 1.2.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- 6 – Over focusing on the performance routine (Pg. 3)
- 7 – People trying to talk to you before competing (Pg. 4)
- 9 – Opponents having done more training (Pg. 5)
- 16 – Expecting to come last (Pg. 6)
- 19 – Competitors from other events coming up to talk to you (Pg. 7)
- 20 – Team manager and father trying to psych you up (Pg. 8)
- 23 – Not wanting to lose too bad in Australia (Pg. 8)
- 24 – Thinking I could lose (Pg. 9)
- 28 – Knowing I am not going to start well (Pg. 10)
- 46 – How much training opponent has done (Pg. 16)
- 47 – Compare physique with opponents (Pg. 16)

- 1.2.2 Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.2.3 How did these experiences make you feel physically?
- 1.2.4 What thoughts did they generate?
- 1.2.5 Based on your thoughts and feelings, what were your reactions?
- 1.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.2.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART THREE: TECHNICAL PREPARATION

- 1.3.1 The next set of questions focuses on all aspects of your technical preparation. As before, from the following list of experiences that you identified, can you tell me if any stand out from the rest?

- | | |
|--|----------|
| 4 – Change technique because of injury | (Pg. 3) |
| 15 – Adapting technique for different conditions | (Pg. 6) |
| 21 – Wire on the skis breaking before the race | (Pg. 8) |
| 22 – Using someone else's ski's | (Pg. 8) |
| 71 – Mannequin in wrong place | (Pg. 26) |

- 1.3.2 Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.3.3 How did these experiences make you feel physically?
- 1.3.4 What thoughts did they generate?
- 1.3.5 Based on your thoughts and feelings, what were your reactions?
- 1.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.3.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: TACTICAL PREPARATION

The next set of questions focus on the experience you identified with technical preparation.

- 58 – Being told what to do by coach when not wanting the information (Pg. 21)

- 1.4.1 What feelings were generated as a result of this experience?
- 1.4.2 How did this experience make you feel physically?
- 1.4.3 What were your thoughts?
- 1.4.4 Based on your thoughts and feelings, what were your reactions?

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: RISK OF INJURY

- 1.5.1 The next questions focus on the following experiences you had with injury, which of the following stand out differently?

- | | |
|---|----------|
| 5 – Injury at the hands of an opponent | (Pg. 3) |
| 31 – Some girls out to put you out of race at starting line | (Pg. 12) |
| 52 – Notorious opponents in race | (Pg. 17) |

- 1.5.2 The experiences that did not stand out, what feelings were generated as a result of these experiences?
- 1.5.3 How did these experiences make you feel physically?
- 1.5.4 What were your thoughts?
- 1.5.5 Based on your thoughts and feelings, how did you react?
- 1.5.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.5.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: EXPECTATIONS

This next section concentrates on the experiences you identified in the first interview regarding expectations from yourself (i.e., internal), and from others involved within the competition environment (i.e., external).

1.6.1. INTERNAL EXPECTATIONS

1.6.1.1 The first subsection focused on those expectations that you place onto yourself... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

32 – Importance of position at start of race (Pg. 12)

43 – Have to do well in upcoming race (Pg. 15)

25 – Pressure on self to stay top (Pg. 9)

1.6.1.2 Focusing on the ones that do not stand out, how did these make you feel?

1.6.1.3 How did these experiences make you feel physically?

1.6.1.4 What were you thinking as a result of these experiences?

1.6.1.5 Based on your thoughts and feelings, what were your reactions?

1.6.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.6.1.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: EXPECTATIONS

1.6.2. EXTERNAL EXPECTATIONS

1.6.2.1 The next subsection includes those expectations that are placed onto you by others... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

33 – People expecting you too repeat success (Pg. 12)

26 – Expectancy from others to always finish on top (Pg. 9)

53 – Pressure from dad at race (Pg. 18)

54 – Other parents' comments putting pressure on you (Pg. 18)

1 – Difficult event (Pg. 1)

10 – First race in Major Event in Australia (Pg. 5)

35 – Competing for a medal (Pg. 13)

51 – Competing for number 1 spot (Pg. 17)

12 – Intense media coverage (Pg. 5)

1.6.2.2 Focusing on the ones that do not stand out, how did these make you feel?

1.6.2.3 How did these experiences make you feel physically?

1.6.2.4 What were you thinking as a result of these experiences?

1.6.2.5 Based on your thoughts and feelings, what were your reactions?

1.6.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.6.2.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SEVEN: SELF-PRESENTATION

The next set of items are based on your experiences with regard to being evaluated by others...

- 1.7.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

41 – Having to look physically presentable	(Pg. 14)
61 – Looking good in front of opposite sex at tournament	(Pg. 22)
56 – Performing well in front of opposite sex	(Pg. 20)
39 – Have to have the best costume	(Pg. 14)
40 – Presentation being everything	(Pg. 14)
45 – Wanting the kit that opponent has	(Pg. 16)
48 – Pressure to look good	(Pg. 17)
55 – Thinking about someone from opposite sex who is at the tournament	(Pg. 20)
62 – Accepted by opposite sex at tournament	(Pg. 22)

- 1.7.2 Focusing on the ones that do not stand out, what feelings arose because if these experiences?
- 1.7.3 How did these experiences make you feel physically?
- 1.7.4 What thoughts did these experiences generate?
- 1.7.5 Based on your thoughts and feelings, what were your reactions?
- 1.7.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.7.2**)

SECTION ONE: PERFORMANCE ISSUES

PART EIGHT: OPPONENTS

- 1.8.1 The next section focuses on what you discussed about your opponents, from the following list of experiences that you identified in the first study. Do any of the items in the list stand out differently from the rest?

17 – Swimming against a strong competitor	(Pg. 7)
27 – Good Competitors	(Pg. 10)
30 – Battle at the starting line	(Pg. 11)
34 – Comments from other competitors	(Pg. 13)
36 – Lack of respect when competing with seniors at 16	(Pg. 13)
42 – Opponents pretending they are worse than what they are	(Pg. 15)
49 – Older women expressing negative comments	(Pg. 17)
50 – All opponents are bitchy	(Pg. 17)
66 – Dirty looks from opponents	(Pg. 23)
18 – Newcomers	(Pg. 7)

- 1.8.2 Focusing on the ones that do not stand out, how did these make you feel?
- 1.8.3 How did these experiences make you feel physically?
- 1.8.4 What were you thinking as a result of these experiences?
- 1.8.5 Based on your thoughts and feelings, what were your reactions?
- 1.8.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.8.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART ONE: FACTORS INTRINSIC TO THE SPORT

For the second section, I'd like to focus upon issues that you identified relating to the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss with you the topics intrinsic to the sport (i.e., Competition).

2.1.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

14 – Racing in shark infested water	(Pg. 5)
29 – Swimming outdoors in sea	(Pg. 11)
69 – Outdoor venues where there is no 'beach' to run into the water	(Pg. 25)
8 – Loud atmosphere	(Pg. 4)
11 – Very hot climate in Australia	(Pg. 5)
13 – Powerful waves	(Pg. 5)
70 – Raining	(Pg. 25)

2.1.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.1.3 How did these experiences make you feel physically?

2.1.4 What thoughts did these generate?

2.1.5 Based on your thoughts and feelings, how did you react?

2.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.1.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART TWO: SPORTS RELATIONSHIPS AND INTERPERSONAL DEMANDS

I'd now like you to focus upon experiences that you identified relating to your relationships with other relevant to your organisation.

2.2.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out from the rest?

59 – Pushed too hard by coach	(Pg. 20)
38 – Not being accepted because originally a swimmer and not swim lifesaver	(Pg. 14)
44 – Need to have respect	(Pg. 16)
60 – Thinking what team mates think about me	(Pg. 21)
63 – Don't want to let team mates down	(Pg. 22)
37 – Being alienated by team mates	(Pg. 14)
64 – Other people spreading rumours about you at competition	(Pg. 22)
65 – Team mates spreading rumours	(Pg. 22)
57 – Not having a coach there	(Pg. 20)

2.2.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.2.3 How did these experiences make you feel physically?

2.2.4 What were you thinking because of these experiences?

2.2.5 Based on your thoughts and feelings, how did you react?

2.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.2.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART THREE: ORGANISATIONAL STRUCTURE AND CLIMATE OF THE SPORT

Finally, I would like you to look back upon the experience that you highlighted relating to the atmosphere in which your team mates create.

2.3.1 From the following experiences that you identified in the first study, can you tell me if either stand out?

67 – Rivalry between team mates (Pg. 23)

68 – Tense atmosphere because of relationship problems (Pg. 23)

2.3.2 The one that did not stand out, talk to me about how this experience made you feel?

2.3.3 How did this experience make you feel physically?

2.3.4 What were you thinking?

2.3.5 Based on your thoughts and feelings, how did you react?

2.3.6 Ok, focusing now on the experience that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 2.3.2)

SECTION THREE: PROBES

PART ONE: DIRECTIONAL PROBES

3.1.1 These thoughts and feeling that you experienced because of specific stressor (list thoughts and feelings), did you view these as positive or negative with regards to your immediate performance?

PART TWO: EXPLANATION PROBES

3.2.1 So, experiencing identify thoughts and feelings were generally positive or negative with regards to your immediate performance, why do you think this is?

PART THREE: FREQUENCY PROBES

3.3.1 These are the thoughts and feelings that you have told me about regarding stressor. list thoughts and feelings, how often did you feel like that during the one hour period before you competed?

3.3.2 What percentage of the time do you experience these thoughts and feelings?

APPENDIX 15

STUDY 2: INTERVIEW GUIDE – PARTICIPANT I

SECTION ONE: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. The experiences we are going to discuss were, in your first interview, related to the hour before competition. First, I would like to concentrate on aspects that you felt were important in your physical preparation for competition. The following list identifies the thoughts you reported experiencing in the hour before competition related to physical preparation [separate list given to interviewee that excludes the location numbers within the first interview transcription]:

- 24 – Haven't been playing enough (Pg. 5)
- 45 – Competing after wrist injury (Pg. 11)
- 17 – Too much preparation when competing against good competitor (Pg. 13)
- 37 – Partner not concentrating fully (Pg. 8)
- 71 – Cannot lose to this particular opponent (Pg. 20)

1.1.1 Do any of these experiences stand out differently to the others?

If yes, which ones?

- 1.1.2 Ok, focusing on the ones that do not stand out, talk to me about the feelings that were generated because of these experiences during that one hour period?
- 1.1.3 What physical symptoms were felt because of these experiences?
- 1.1.4 What were your thoughts as a result of these experiences?
- 1.1.5 Based on your thoughts and feelings, how did you react?
- 1.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' than the rest (GO BACK TO QUESTION 1.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

I would now like to concentrate on aspects that you felt were important in your mental preparation for competition.

- 1.2.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- 18 – Tactical thoughts on how to compete against opponent (Pg. 4)
- 47 – Emphasis on concentration when competing in a quick, aggressive match (Pg. 12)

- 1.2.2 Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.2.3 How did these experiences make you feel physically?
- 1.2.4 What thoughts did they generate?
- 1.2.5 Based on your thoughts and feelings, what were your reactions?
- 1.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART THREE: TECHNICAL PREPARATION

- 1.3.1 The next set of questions focuses on all aspects of your technical preparation. As before, from the following list of experiences that you identified, can you tell me if either stand out?
- 19 – Not prepared well enough due to coach's emphasis on top spin (Pg. 4)
25 – Bad practice session prior to match (Pg. 5)
- 1.3.2 Focusing on the one that does not stand out differently, how did this make you feel?
- 1.3.3 How did this experience make you feel physically?
- 1.3.4 What thoughts did it generate?
- 1.3.5 Based on your thoughts and feelings, what were your reactions?
- 1.3.6 Ok, focusing now on the experience that you identified as 'standing out' differently (GO BACK TO QUESTION 1.3.2)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: TACTICAL PREPARATION

- 1.4.1 The next set of questions focuses on all aspects of technical preparation, again, from the following list of experiences that you identified in the first study. Which of the experiences stand out for you?
- 39 – Don't agree with coach's pre-match tactical instructions (Pg. 9)
40 – Too much tactical information from coach (Pg. 9)
- 1.4.2 Focusing on those that do not stand out differently, what feelings were generated as a result of these experiences?
- 1.4.3 How did these experiences make you feel physically?
- 1.4.4 What were your thoughts?
- 1.4.5 Based on your thoughts and feelings, what were your reactions?
- Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.4.2)

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: EXPECTATIONS

This next section concentrates on the experiences you identified in the first interview regarding expectations from yourself (i.e., internal), and from others involved within the competition environment (i.e., external).

1.5.1. INTERNAL EXPECTATIONS

- 1.5.1.1 The first subsection focused on those expectations that you place onto yourself... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?
- 26 – Competed / trained very well prior to competing (Pg. 6)
48 – Focusing on serving effectively (Pg. 12)
49 – Focusing on tossing the ball correctly during the serve (Pg. 12)
23 – Wanting to start well (Pg. 5)
1 – Ratings (Pg. 1)
5 – Raising LTA ratings (Pg. 2)
15 – Getting the needed amount of rating points by cut-off date (Pg. 3)
- 1.5.1.2 Focusing on the ones that do not stand out, how did these make you feel?
- 1.5.1.3 How did these experiences make you feel physically?
- 1.5.1.4 What were you thinking as a result of these experiences?
- 1.5.1.5 Based on your thoughts and feelings, what were your reactions?
- 1.5.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.5.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: EXPECTATIONS

1.5.2. EXTERNAL EXPECTATIONS

- 1.5.2.1 The next subsection includes those expectations that are placed onto you by others... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

51 – Being favourite so expected to win	(Pg. 13)
52 – Won competition the year before so expected to win it again	(Pg. 13)
8 – Top club official watching the match	(Pg. 2)
14 – County selection based on LTA ratings	(Pg. 3)
13 – Expectancies from coach	(Pg. 2)
50 – Everyone expecting you to win the match/competition	(Pg. 13)
53 – Expectancies from members at my club	(Pg. 14)
56 – Need to win last match as everyone is depending on you	(Pg. 15)
11 – First club final match	(Pg. 2)
33 – Final	(Pg. 7)
55 – Major competition	(Pg. 14)
82 – Local derby	(Pg. 23)

- 1.5.2.2 Focusing on the ones that do not stand out, how did these make you feel?

- 1.5.2.3 How did these experiences make you feel physically?

- 1.5.2.4 What were you thinking as a result of these experiences?

- 1.5.2.5 Based on your thoughts and feelings, what were your reactions?

- 1.5.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.5.2.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: SELF-PRESENTATION

The next set of items are based on your experiences with regard to being evaluated by others...

- 1.6.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

73 – Want to show team mates how good you are	(Pg. 21)
72 – Want to play well for team mates	(Pg. 21)
74 – Not letting team mates down	(Pg. 21)
9 – What will people think of my performance	(Pg. 2)
10 – What will people think if I perform poorly	(Pg. 2)
67 – Important to look technically good	(Pg. 17)
38 – Wanting to achieve for recognition/respect	(Pg. 9)
46 – Negative evaluation from significant others if I don't win	(Pg. 12)
68 – Being recognized	(Pg. 18)
69 – Important to impress family	(Pg. 18)

- 1.6.2 Focusing on the ones that do not stand out, what feelings arose because of these experiences?

- 1.6.3 How did these experiences make you feel physically?

- 1.6.4 What thoughts did these experiences generate?

- 1.6.5 Based on your thoughts and feelings, what were your reactions?

- 1.6.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.6.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SEVEN: OPPONENTS

- 1.7.1 The next section focuses on what you discussed about your opponents, from the following list of experiences that you identified in the first study. Do any of the items in the list stand out differently from the rest?

2 – Opponent ratings	(Pg. 1)
16 – Competing against weaker opponent	(Pg. 3)
22 – How I played against opponent last time	(Pg. 4)
32 – Difficult opponent	(Pg. 7)
34 – Possibility of a close match	(Pg. 7)
42 – Really good opponent	(Pg. 10)
58 – Playing an opponent of similar ability	(Pg. 15)
70 – Competing against an opponent with similar technique	(Pg. 19)
28 – Opponents arriving late	(Pg. 6)
29 – Opponents arriving late, but just before the cut-off time	(Pg. 6)
41 – Unsportsmanlike behavior from opponent	(Pg. 10)
43 – Notoriously bad mannered opponent	(Pg. 10)
60 – Competing against an opponent I don't like	(Pg. 16)
76 – Negative comments from opponents parents	(Pg. 21)
59 – Unknown opponent	(Pg. 15)

- 1.7.2 Focusing on the ones that do not stand out, how did these make you feel?
- 1.7.3 How did these experiences make you feel physically?
- 1.7.4 What were you thinking as a result of these experiences?
- 1.7.5 Based on your thoughts and feelings, what were your reactions?
- 1.7.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.7.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART ONE: FACTORS INTRINSIC TO THE SPORT

For the second section, I'd like to focus upon issues that you identified relating to the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss with you the topics intrinsic to the sport (i.e., Competition).

2.1.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

31 – Uneven playing surface	(Pg. 7)
62 – Bright lights in indoor	(Pg. 16)
63 – Noisy atmosphere indoors	(Pg. 16)
64 – Humid indoors	(Pg. 16)
65 – Competing on Astroturf	(Pg. 17)
77 – Differing balls in tournament	(Pg. 21)
12 – Large, significant crowd at final match	(Pg. 2)
20 – Raining	(Pg. 4)
30 – Windy conditions	(Pg. 7)
61 – Delays due to the weather	(Pg. 16)
44 – Lack of umpires at matches	(Pg. 11)
4 – Traveling far to compete against rated players	(Pg. 1)
78 – Two matches in one day, not sure when to eat	(Pg. 22)
79 – Lack of nutrition because of competition format	(Pg. 22)
3 – How many rating points ill get from match	(Pg. 1)

2.1.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.1.3 How did these experiences make you feel physically?

2.1.4 What thoughts did these generate?

2.1.5 Based on your thoughts and feelings, how did you react?

2.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.1.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART TWO: ROLES IN THE SPORT ORGANISATION

2.2.1 The next questions focus on the following experience you identified with your own role in the sport organisation...

35 – Being captain specific roles in team responsibility	(Pg. 8)
81 – Responsibility because ladies captain	(Pg. 22)
21 – Unsure how much to eat in gap between matches	(Pg. 4)
27 – Arriving late	(Pg. 6)
78 – Two matches in one day, not sure when to eat	(Pg. 22)
80 – Ate too much	(Pg. 22)

2.2.2 What feelings were generated as a result of this experience?

2.2.3 How did this experience make you feel physically?

2.2.4 What were your thoughts?

2.2.5 Based on your thoughts and feelings, how did you react?

SECTION TWO: ORGANISATIONAL ISSUES

PART THREE: SPORTS RELATIONSHIPS AND INTERPERSONAL DEMANDS

I'd now like you to focus upon experiences that you identified relating to your relationships with other relevant to your organisation.

2.3.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out from the rest?

- | | |
|--|----------|
| 6 – Cold shoulder from club coach because using external coach for technique | (Pg. 2) |
| 7 – Club coach not pushing me as he should have done | (Pg. 2) |
| 36 – Team mates focusing on external, social factors and not tennis | (Pg. 8) |
| 54 – Partners getting annoyed with you | (Pg. 14) |
| 75 – Conflicting styles with doubles partner | (Pg. 21) |
| 66 – Important to look good | (Pg. 17) |

2.3.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.3.3 How did these experiences make you feel physically?

2.3.4 What were you thinking because of these experiences?

2.3.5 Based on your thoughts and feelings, how did you react?

2.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.3.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART FOUR: ATHLETIC CAREER AND DEVELOPMENT ISSUES

I'd now like you to focus upon the experience that you identified relating to your own athletic career, specifically the effects of sponsorship.

2.4.1 From the following experience that you identified in the first study, can you talk to me how this made you feel?

- | | |
|---|----------|
| 57 – Financial rewards for club if we win | (Pg. 15) |
|---|----------|

2.4.2 How did this experience make you feel physically?

2.4.3 How were you thinking as a result of this experience?

2.4.4 Based on your thoughts and feelings, how did you react?

SECTION TWO: ORGANISATIONAL ISSUES

PART FOUR: ORGANISATIONAL STRUCTURE AND CLIMATE OF THE SPORT

Finally, I would like you to look back upon the experiences that you highlighted relating to the atmosphere in which your team mates create.

2.5.1 From the following list of experiences that you identified in the first study, do any stand out?

- | | |
|--|----------|
| 43 – Competing against team mate who has been picked before you on occasions | (Pg. 14) |
| 19 – Some team mates on scholarship not playing | (Pg. 7) |

2.5.2 Focusing on the one that did not stand out, can you talk to me about how this made feel?

2.5.3 How did this experience make you feel physically?

2.5.4 What were you thinking?

2.5.5 Based on your thoughts and feelings, how did you react?

2.5.6 Ok, focusing now on the experience that you identified as 'standing out' differently (**GO BACK TO QUESTION 2.5.2**)

SECTION THREE: PROBES

PART ONE: DIRECTIONAL PROBES

- 3.1.1 These thoughts and feeling that you experienced because of specific stressor (list thoughts and feelings), did you view these as positive or negative with regards to your immediate performance?

PART TWO: EXPLANATION PROBES

- 3.2.1 So, experiencing identify thoughts and feelings were generally positive or negative with regards to your immediate performance, why do you think this is?

PART THREE: FREQUENCY PROBES

- 3.3.1 These are the thoughts and feelings that you have told me about regarding stressor, list thoughts and feelings, how often did you feel like that during the one hour period before you competed?
- 3.3.2 What percentage of the time do you experience these thoughts and feelings?

APPENDIX 16

STUDY 2: INTERVIEW GUIDE – PARTICIPANT J

SECTION ONE: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. The experiences we are going to discuss were, in your first interview, related to the hour before competition. First, I would like to concentrate on aspects that you felt were important in your physical preparation for competition. The following list identifies the thoughts you reported experiencing in the hour before competition related to physical preparation [separate list given to interviewee that excludes the location numbers within the first interview transcription]:

- 2 – Am I physically ready (Pg. 2)
- 3 – More rushed in midweek games (Pg. 2)
- 5 – Not mentally prepared when not physically ready (Pg. 4)
- 28 – Time affecting warm-up (Pg. 9)
- 30 – Competing while carrying an injury (Pg. 9)
- 32 – Not being able to strike the ball cleanly after injury (Pg. 9)
- 47 – Not being physically ready when coming on as a replacement (Pg. 11)
- 52 – Pressure when I don't feel prepared (Pg. 12)
- 70 – Been drinking the night before (Pg. 17)
- 82 – Fellow centre half not being fully fit (Pg. 19)

- 1.1.1 Do any of these experiences stand out differently to the others?
If yes, which ones?
- 1.1.2 Ok, focusing on the ones that do not stand out, talk to me about the feelings that were generated because of these experiences during that one hour period?
- 1.1.3 What physical symptoms were felt because of these experiences?
- 1.1.4 What were your thoughts as a result of these experiences?
- 1.1.5 Based on your thoughts and feelings, how did you react?
- 1.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' than the rest (GO BACK TO QUESTION 1.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

I would now like to concentrate on aspects that you felt were important in your mental preparation for competition.

- 1.2.1 Focusing on mental preparation, from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- 9 – Evaluating opponents (Pg. 5)
- 16 – What would happen if lose (Pg. 6)
- 37 – Sizing up opposition (Pg. 10)
- 45 – Negative performance thoughts because made mistakes in warm-up (Pg. 11)
- 62 – Thinking that should have more of a perfectionist attitude (Pg. 15)
- 80 – Not wanting game to go to penalties (Pg. 19)
- 36 – Set difficult goals (Pg. 10)

- 1.2.2 Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.2.3 How did these experiences make you feel physically?
- 1.2.4 What thoughts did they generate?
- 1.2.5 Based on your thoughts and feelings, what were your reactions?
- 1.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART THREE: TACTICAL PREPARATION

- 1.3.1 The next set of questions focuses on all aspects of your tactical preparation. As before, from the following list of experiences that you identified, can you tell me if any stand out?
- 35 – Not knowing what is expected from you or team (Pg. 10)
- 8 – Team talks leaving you baffled (Pg. 5)
- 27 – Coach introducing a new system (Pg. 8)
- 1.3.2 Focusing on the ones that did not stand out differently, how did these make you feel?
- 1.3.3 How did these experiences make you feel physically?
- 1.3.4 What thoughts did they generate?
- 1.3.5 Based on your thoughts and feelings, what were your reactions?
- 1.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.3.2)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: RISK OF INJURY

- 1.4.1 The next questions focus on the following experiences you had with injury... do any of these following experiences stand out differently from the rest?
- 18 – Preseason friendly against unknown opposition (Pg. 6)
- 29 – Competing against notorious opponents (Pg. 9)
- 1.4.1 Focusing on the one that did not stand out, what feelings were generated as a result of this experience?
- 1.4.2 How did this experience make you feel physically?
- 1.4.3 What were your thoughts?
- 1.4.4 Based on your thoughts and feelings, how did you react?
- 1.4.5 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.4.2)

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: EXPECTATIONS

This next section concentrates on the experiences you identified in the first interview regarding expectations from yourself (i.e., internal), and from others involved within the competition environment (i.e., external).

1.5.1. INTERNAL EXPECTATIONS

- 1.5.1.1 The first subsection focused on those expectations that you place onto yourself... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?
- 10 – How I played against opponent before (Pg. 5)
- 51 – Trying harder because of previous successes (Pg. 12)
- 46 – Get the basics right straight from the start (Pg. 11)
- 33 – Good personal performance (Pg. 10)
- 34 – Get a good result (Pg. 10)
- 42 – Want to play well because will be looking back after the game (Pg. 11)
- 44 – Consistency in performance (Pg. 11)
- 48 – Playing to a level that I have reached in the past (Pg. 12)
- 49 – Certain games I do not want to lose (Pg. 12)
- 59 – Point to prove because of previous losses (Pg. 14)
- 1.5.1.2 Focusing on the ones that do not stand out, how did these make you feel?
- 1.5.1.3 How did these experiences make you feel physically?
- 1.5.1.4 What were you thinking as a result of these experiences?
- 1.5.1.5 Based on your thoughts and feelings, what were your reactions?
- 1.5.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.6.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: EXPECTATIONS

1.5.2. EXTERNAL EXPECTATIONS

1.5.2.1 The next subsection includes those expectations that are placed onto you by others... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

53 – Not wanting to get subbed	(Pg. 12)
55 – Work hard to keep place	(Pg. 13)
56 – Players on bench wanting your place on the team	(Pg. 13)
66 – Selectors watching	(Pg. 16)
20 – Competing in big game against top team	(Pg. 7)
50 – Finals	(Pg. 12)
57 – Local Derbies	(Pg. 13)
58 – First game/season at senior level	(Pg. 14)

1.5.2.2 Focusing on the ones that do not stand out, how did these make you feel?

1.5.2.3 How did these experiences make you feel physically?

1.5.2.4 What were you thinking as a result of these experiences?

1.5.2.5 Based on your thoughts and feelings, what were your reactions?

1.5.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.5.2.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: SELF-PRESENTATION

The next set of items are based on your experiences with regard to being evaluated by others...

1.6.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

6 – Committee members there to knock you	(Pg. 4)
38 – How others perceive your consistency	(Pg. 10)
41 – Demonstrating athletic prowess	(Pg. 11)
73 – Recognized for doing a good job	(Pg. 17)
7 – Looking for someone in crowd to impress / not let down	(Pg. 4)
40 – Evaluation from spectators	(Pg. 10)
60 – Impressing parents who are watching	(Pg. 14)
61 – Wanting to win for praise	(Pg. 15)

1.6.2 Focusing on the ones that do not stand out, what feelings arose because of these experiences?

1.6.3 How did these experiences make you feel physically?

1.6.4 What thoughts did these experiences generate?

1.6.5 Based on your thoughts and feelings, what were your reactions?

1.6.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.6.2**)

SECTION ONE: PERFORMANCE ISSUES

PART SEVEN: OPPONENTS

- 1.7.1 The next section focuses on what you discussed about your opponents, from the following list of experiences that you identified in the first study. Do any of the items in the list stand out differently from the rest?

12 – Playing against ‘old heads’	(Pg. 5)
14 – Team arriving that looks well organized and professional	(Pg. 6)
15 – Well known opponents	(Pg. 6)
1 – How are opponents going to play	(Pg. 2)
13 – Opponent’s ignoring you	(Pg. 6)
11 – Not knowing opponent	(Pg. 5)
17 – Fit, young opponents	(Pg. 6)

- 1.7.2 Focusing on the ones that did not stand out, how did these make you feel?
- 1.7.3 How did these experiences make you feel physically?
- 1.7.4 What were you thinking as a result of these experiences?
- 1.7.5 Based on your thoughts and feelings, what were your reactions?
- 1.7.6 Ok, focusing now on the experience(s) that you identified as ‘standing out’ differently than the rest (**GO BACK TO QUESTION 1.7.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART ONE: FACTORS INTRINSIC TO THE SPORT

For the second section, I’d like to focus upon issues that you identified relating to the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss with you the topics intrinsic to the sport (i.e., Competition).

- 2.1.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

63 – Pitch in bad condition	(Pg. 15)
65 – Pitch been trained on the night before in bad conditions	(Pg. 16)
67 – Big crowd	(Pg. 16)
68 – Playing in bad weather	(Pg. 16)
19 – Traveling long distance for home game	(Pg. 7)
31 – Playing too many games at beginning and end of season on hard grounds	(Pg. 9)
69 – Being told the game is off then back on again	(Pg. 16)

- 2.1.2 Focusing on the ones that do not stand out, how did you feel as a result of these?
- 2.1.3 How did these experiences make you feel physically?
- 2.1.4 What thoughts did these generate?
- 2.1.5 Based on your thoughts and feelings, how did you react?
- 2.1.6 Ok, focusing now on the experience(s) that you identified as ‘standing out’ differently than the rest (**GO BACK TO QUESTION 2.1.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART TWO: ROLES IN THE SPORT ORGANISATION

2.2.1 The next questions focus on the following experience you identified with your own role in the sport organisation...

- 81 – Being responsible in front of youngsters (Pg. 19)
- 4 – Lack of organization for midweek games at end of season (Pg. 5)
- 64 – First team looked after more than seconds (Pg. 15)

2.2.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.2.3 How did these experiences make you feel physically?

2.2.4 What thoughts did these generate?

2.2.5 Based on your thoughts and feelings, how did you react?

2.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 2.2.2)

SECTION TWO: ORGANISATIONAL ISSUES

PART THREE: SPORTS RELATIONSHIPS AND INTERPERSONAL DEMANDS

I'd now like you to focus upon experiences that you identified relating to your relationships with other relevant to your organisation.

2.3.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out from the rest?

- 77 – Clash with coach because of differing personalities (Pg. 18)
- 74 – Coach too professional for this level (Pg. 17)
- 75 – Coach constantly bringing in covering players (Pg. 17)
- 76 – Lack of support from coach (Pg. 18)
- 78 – Not being enthusiastic to play for coach (Pg. 19)
- 23 – Perform well for new coach, to get respect (Pg. 7)
- 72 – Working hard for recognition off coach (Pg. 17)
- 22 – What do new team mates think of me (Pg. 7)
- 24 – Team evaluation because not training too well in new team (Pg. 8)
- 39 – Team mate evaluation (Pg. 10)
- 43 – Consistency as a means of being accepted (Pg. 11)
- 79 – Letting team mates down (Pg. 19)
- 21 – Not fitting in with the team (Pg. 7)
- 54 – Pressure to socialize with others (Pg. 13)
- 71 – Arguments with team mates (Pg. 17)
- 25 – Team mates may not work hard for me because of disagreement (Pg. 8)
- 83 – Team mate expressing negative attitude (Pg. 20)
- 84 – Team mates coming back from a higher level not gelling (Pg. 20)

2.3.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.3.3 How did these experiences make you feel physically?

2.3.4 What were you thinking because of these experiences?

2.3.5 Based on your thoughts and feelings, how did you react?

2.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 2.3.2)

SECTION TWO: ORGANISATIONAL ISSUES

PART FOUR: ATHLETIC CAREER AND DEVELOPMENT ISSUES

I'd now like you to focus upon the experience that you identified relating to your own athletic career.

26 – Coach playing me in a different position

(Pg. 8)

- 2.4.1 Focusing on the mentioned experience, can you talk to me how this made you feel?
- 2.4.2 How did this experience make you feel physically?
- 2.4.3 How were you thinking as a result of this experience?
- 2.4.4 Based on your thoughts and feelings, how did you react?

SECTION THREE: PROBES

PART ONE: DIRECTIONAL PROBES

- 3.1.1 These thoughts and feeling that you experienced because of specific stressor (list thoughts and feelings), did you view these as positive or negative with regards to your immediate performance?

PART TWO: EXPLANATION PROBES

- 3.2.1 So, experiencing identify thoughts and feelings were generally positive or negative with regards to your immediate performance, why do you think this is?

PART THREE: FREQUENCY PROBES

- 3.3.1 These are the thoughts and feelings that you have told me about regarding stressor, list thoughts and feelings, how often did you feel like that during the one hour period before you competed?
- 3.3.2 What percentage of the time do you experience these thoughts and feelings?

APPENDIX 17

STUDY 2: INTERVIEW GUIDE – PARTICIPANT K

SECTION ONE: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. The experiences we are going to discuss were, in your first interview, related to the hour before competition. First, I would like to concentrate on aspects that you felt were important in your physical preparation for competition. The following list identifies the thoughts you reported experiencing in the hour before competition related to physical preparation [separate list given to interviewee that excludes the location numbers within the first interview transcription]:

- | | |
|---|----------|
| 5 – Don't feel ready when rushed | (Pg. 2) |
| 7 – Am I fit enough to compete | (Pg. 2) |
| 13 – Carrying an injury | (Pg. 4) |
| 14 – Carrying a knock from a different sport | (Pg. 4) |
| 45 – Had a disagreement with team mate and competing with them soon | (Pg. 19) |
| 38 – Not being prepared because not knowing what coach wanted in training | (Pg. 16) |

- 1.1.1 Do any of these experiences stand out differently to the others?
If yes, which ones?
- 1.1.2 Ok, focusing on the ones that do not stand out, talk to me about the feelings that were generated because of these experiences during that one hour period?
- 1.1.3 What physical symptoms were felt because of these experiences?
- 1.1.4 What were your thoughts as a result of these experiences?
- 1.1.5 Based on your thoughts and feelings, how did you react?
- 1.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' than the rest (GO BACK TO QUESTION 1.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

I would now like to concentrate on aspects that you felt were important in your mental preparation for competition.

- 1.2.1 Focusing on mental preparation, from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- | | |
|---|----------|
| 6 – Blame self if late and not ready | (Pg. 2) |
| 11 – Thought about losses in previous matches | (Pg. 9) |
| 12 – Over aroused | (Pg. 3) |
| 15 – Don't know how good will be when returning from injury | (Pg. 4) |
| 18 – Pressure due to previous losses | (Pg. 7) |
| 19 – Am I going to lose this tournament because I lost the last one | (Pg. 7) |
| 20 – Not getting anywhere further | (Pg. 7) |
| 21 – Can't see any progress | (Pg. 7) |
| 32 – Fit enough to match opponent | (Pg. 11) |

- 1.2.2 Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.2.3 How did these experiences make you feel physically?
- 1.2.4 What thoughts did they generate?
- 1.2.5 Based on your thoughts and feelings, what were your reactions?
- 1.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART THREE: TECHNICAL PREPARATION

- 1.3.1** The next set of questions focuses on all aspects of your technical preparation. As before, from the following list of experiences that you identified, can you tell me if any stand out?
- 16 – Enough rackets to last the tournament (Pg. 6)
- 50 – Adjusting to humidity and shuttle speeds (Pg. 21)
- 1.3.2** Focusing on the one that did not stand out differently, how did this make you feel?
- 1.3.3** How did this experience make you feel physically?
- 1.3.4** What thoughts did they generate?
- 1.3.5** Based on your thoughts and feelings, what were your reactions?
- 1.3.6** Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.3.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: EXPECTATIONS

This next section concentrates on the experiences you identified in the first interview regarding expectations from yourself (i.e., internal), and from others involved within the competition environment (i.e., external).

1.4.1 INTERNAL EXPECTATIONS

- 1.4.1.1** The first subsection focused on those expectations that you place onto yourself... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- 10 – Pressure to Beat someone you have beaten before (Pg. 3)
- 26 – Hitting the first few shots well (Pg. 9)
- 22 – Had to win games/tournaments (Pg. 8)
- 23 – Being consistent (Pg. 8)
- 28 – Performing to the level of ability I know I can reach (Pg. 9)
- 31 – Will players remember who I am when returning to play (Pg. 10)
- 45 – Had a disagreement with team mate and competing with them soon (Pg. 19)

- 1.4.1.2** Focusing on the ones that do not stand out, how did these make you feel?

- 1.4.1.3** How did these experiences make you feel physically?

- 1.4.1.4** What were you thinking as a result of these experiences?

- 1.4.1.5** Based on your thoughts and feelings, what were your reactions?

- 1.4.1.6** Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.4.1.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: EXPECTATIONS

1.4.2 EXTERNAL EXPECTATIONS

- 1.4.2.1** The next subsection includes those expectations that are placed onto you by others... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- 36 – Pressure from father watching/evaluating (Pg. 14)
- 37 – Keeping up the standards in front of the sponsors (Pg. 14)
- 1 – National Competitions (Pg. 1)
- 17 – Told I should be number 1 (Pg. 40)

- 1.4.2.2** Focusing on the ones that do not stand out, how did these make you feel?

- 1.4.2.3** How did these experiences make you feel physically?

- 1.4.2.4** What were you thinking as a result of these experiences?

- 1.4.2.5** Based on your thoughts and feelings, what were your reactions?

- 1.4.2.6** Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.4.2.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: SELF-PRESENTATION

The next set of items are based on your experiences with regard to being evaluated by others...

- 1.5.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?
- 41 – Going on first and leading by example because no.1 player (Pg. 19)
- 31 – Will players remember who I am when returning to play (Pg. 10)
- 1.5.2 Focusing on the one that did not stand out differently, how did this make you feel?
- 1.5.3 How did this experience make you feel physically?
- 1.5.4 What thoughts did they generate?
- 1.5.5 Based on your thoughts and feelings, what were your reactions?
- 1.5.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.5.2)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: OPPONENTS

- 1.6.1 The next section focuses on what you discussed about your opponents, from the following list of experiences that you identified in the first study. Do any of the items in the list stand out differently from the rest?
- 33 – Stronger Opponents (Pg. 12)
- 24 – Dislike opponent (Pg. 8)
- 25 – Opponent has previously behaved unsportsmanlike (Pg. 8)
- 34 – Negative Comments from older players (Pg. 13)
- 1.6.2 Focusing on the ones that did not stand out, how did these make you feel?
- 1.6.3 How did these experiences make you feel physically?
- 1.6.4 What were you thinking as a result of these experiences?
- 1.6.5 Based on your thoughts and feelings, what were your reactions?
- 1.6.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.6.2)

SECTION TWO: ORGANISATIONAL ISSUES

PART ONE: FACTORS INTRINSIC TO THE SPORT

For the second section, I'd like to focus upon issues that you identified relating to the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss with you the topics intrinsic to the sport (i.e., Competition).

- 2.1.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?
- 47 – Lighting in competition facilities (Pg. 20)
- 48 – Windows in competition facilities (Pg. 21)
- 49 – Competing in front of a big crowd (Pg. 21)
- 51 – Possibility of dodgy calls when no referees (Pg. 21)
- 53 – Changing the times of competing (Pg. 22)
- 4 – Possibility of dehydrating on court (Pg. 2)
- 9 – Dry Mouth (Pg. 3)
- 52 – Not having lucozade (Pg. 22)
- 2.1.2 Focusing on the ones that do not stand out, how did you feel as a result of these?
- 2.1.3 How did these experiences make you feel physically?
- 2.1.4 What thoughts did these generate?
- 2.1.5 Based on your thoughts and feelings, how did you react?
- 2.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 2.1.2)

SECTION TWO: ORGANISATIONAL ISSUES

PART TWO: ROLES IN THE SPORT ORGANISATION

2.2.1 The next questions focus on the following experience you identified with your own role in the sport organisation...

3 – Arriving late (Pg. 9)

2.2.2 What feelings were generated as a result of this experience?

2.2.3 How did this experience make you feel physically?

2.2.4 What were your thoughts?

2.2.5 Based on your thoughts and feelings, how did you react?

SECTION TWO: ORGANISATIONAL ISSUES

PART THREE: SPORTS RELATIONSHIPS AND INTERPERSONAL DEMANDS

I'd now like you to focus upon experiences that you identified relating to your relationships with other relevant to your organisation.

2.3.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out from the rest?

39 – Didn't like coach's style (Pg. 16)

40 – Accepted by team mates (Pg. 17)

45 – Had a disagreement with team mate and competing with them soon (Pg. 19)

2.3.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.3.3 How did these experiences make you feel physically?

2.3.4 What were you thinking because of these experiences?

2.3.5 Based on your thoughts and feelings, how did you react?

2.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 2.3.2)

SECTION TWO: ORGANISATIONAL ISSUES

PART FOUR: ATHLETIC CAREER AND DEVELOPMENT ISSUES

I'd now like you to focus upon the experiences that you identified relating to your own athletic career.

2.4.1 From the following experiences that you identified in the first study, do any stand out differently than the rest?

27 – Coach dropping me to no.2 player (Pg. 9)

2 – Sponsors watching (Pg. 1)

8 – Slipping up in front of sponsor (Pg. 2)

30 – Pressure due to sponsors being there (Pg. 10)

35 – Financial consequences of losing (Pg. 13)

2.4.2 Focusing on the ones that did not stand out, can you talk to me how these made you feel?

2.4.3 How did these experiences make you feel physically?

2.4.4 How were you thinking as a result of these experiences?

2.4.5 Based on your thoughts and feelings, how did you react?

2.4.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 2.4.2)

SECTION TWO: ORGANISATIONAL ISSUES

PART FIVE: ORGANISATIONAL STRUCTURE AND CLIMATE OF THE SPORT

Finally, I would like you to look back upon the experiences that you highlighted relating to the atmosphere in which your team mates create.

2.5.1 From the following experiences that you identified in the first study, do any stand out differently from the rest?

42 – Partner may not be up to the standard (Pg. 18)

46 – Weak team mate (Pg. 20)

2.5.2 Focusing on the one that did not stand out, can you talk to me about how this made you feel?

2.5.3 How did this experience make you feel physically?

2.5.4 What were you thinking?

2.5.5 Based on your thoughts and feelings, how did you react?

2.5.6 Focusing on the experience that did stand out for you... (Go back to Question 2.5.2)

SECTION THREE: PROBES

PART ONE: DIRECTIONAL PROBES

3.1.1 These thoughts and feeling that you experienced because of specific stressor (list thoughts and feelings), did you view these as positive or negative with regards to your immediate performance?

PART TWO: EXPLANATION PROBES

3.2.1 So, experiencing identify thoughts and feelings were generally positive or negative with regards to your immediate performance, why do you think this is?

PART THREE: FREQUENCY PROBES

3.3.1 These are the thoughts and feelings that you have told me about regarding stressor, list thoughts and feelings, how often did you feel like that during the one hour period before you competed?

3.3.2 What percentage of the time do you experience these thoughts and feelings?

APPENDIX 18

STUDY 2: INTERVIEW GUIDE – PARTICIPANT L

SECTION ONE: PERFORMANCE ISSUES

PART ONE: PHYSICAL PREPARATION

The following sections are related to topics associated with performance. The experiences we are going to discuss were, in your first interview, related to the hour before competition. First, I would like to concentrate on aspects that you felt were important in your physical preparation for competition. The following list identifies the thoughts you reported experiencing in the hour before competition related to physical preparation [separate list given to interviewee that excludes the location numbers within the first interview transcription]:

- | | |
|---|----------|
| 2 – Match on pitch before ours affecting warm-up time | (Pg. 2) |
| 3 – Lack of time to do a full warm-up every game | (Pg. 2) |
| 4 – Not prepared due to shorter warm-ups | (Pg. 2) |
| 10 – Not being as fit as other BUSA teams | (Pg. 3) |
| 12 – Returning to play after Christmas | (Pg. 4) |
| 24 – Ankle weak from a previous injury from a different sport | (Pg. 8) |
| 60 – Team mate not being 100% fit | (Pg. 18) |
| 17 – On the 'pop' the night before | (Pg. 6) |

- 1.1.1 Do any of these experiences stand out differently to the others?
If yes, which ones?
- 1.1.2 Ok, focusing on the ones that do not stand out, talk to me about the feelings that were generated because of these experiences during that one hour period?
- 1.1.3 What physical symptoms were felt because of these experiences?
- 1.1.4 What were your thoughts as a result of these experiences?
- 1.1.5 Based on your thoughts and feelings, how did you react?
- 1.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' than the rest (GO BACK TO QUESTION 1.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART TWO: MENTAL PREPARATION

I would now like to concentrate on aspects that you felt were important in your mental preparation for competition.

- 1.2.1 Focusing on mental preparation, from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- | | |
|---|----------|
| 5 – Lack of physical warm-up affecting team bonding | (Pg.2) |
| 7 – Not as ready because haven't warmed up as a team | (Pg. 3) |
| 13 – Over psyched for competition | (Pg. 4) |
| 20 – Consequences of your instructions to other players being wrong | (Pg. 7) |
| 33 – Not making the same mistakes in the game again | (Pg. 11) |
| 26 – Consistency | (Pg. 8) |
| 53 – Wanting to better self | (Pg. 16) |

- 1.2.2 Focusing on the ones that do not stand out differently, how did these make you feel?
- 1.2.3 How did these experiences make you feel physically?
- 1.2.4 What thoughts did they generate?
- 1.2.5 Based on your thoughts and feelings, what were your reactions?
- 1.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART THREE: TECHNICAL PREPARATION

- 1.3.1** The next set of questions focuses on all aspects of your technical preparation. As before, from the following list of experiences that you identified, can you tell me if any stand out?

- 6 – Unable to do stick work in warm-ups in midweek games (Pg. 3)
- 61 – Everyone adjusting to the new team at the start of the season (Pg. 18)
- 22 – Forgetting glove (Pg. 8)
- 23 – Forgetting gum shield (Pg. 8)
- 1 – Lots to do before game because also the coach (Pg. 1)

- 1.3.2** Focusing on the one that did not stand out differently, how did this make you feel?
- 1.3.3** How did this experience make you feel physically?
- 1.3.4** What thoughts did they generate?
- 1.3.5** Based on your thoughts and feelings, what were your reactions?
- 1.3.6** Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.3.2**)

SECTION ONE: PERFORMANCE ISSUES

PART FOUR: TACTICAL PREPARATION

- 1.4.1** The next set of questions focus on your experience with technical preparation, again. How did this experience make you feel?

- 29 – Stop the good performers getting ball (Pg. 9)

- 1.4.2** How did this experience make you feel physically?
- 1.4.3** What were your thoughts?
- 1.4.4** Based on your thoughts and feelings, what were your reactions?

SECTION ONE: PERFORMANCE ISSUES

PART FIVE: RISK OF INJURY

- 1.5.1** The next questions focus on the following experience you had with injury... What feelings were generated as a result of these experiences?

- 25 – Playing against a person with a track record (Pg. 8)

- 1.5.2** How did this experience make you feel physically?
- 1.5.3** What were your thoughts?
- 1.5.4** Based on your thoughts and feelings, how did you react?

SECTION ONE: PERFORMANCE ISSUES

PART SIX: EXPECTATIONS

This next section concentrates on the experiences you identified in the first interview regarding expectations from yourself (i.e., internal), and from others involved within the competition environment (i.e., external).

1.6.1. INTERNAL EXPECTATIONS

1.6.1.1 The first subsection focused on those expectations that you place onto yourself... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- 34 – Man of the match in the last game so need to keep up standard (Pg. 11)
- 11 – Have to start well as fitness is not as high as oppositions (Pg. 4)
- 35 – Important to win again this week (Pg. 11)
- 38 – Wonder how good could be if trained every day (Pg. 12)
- 47 – Proving self against better opposition (Pg. 14)

1.6.1.2 Focusing on the ones that do not stand out, how did these make you feel?

1.6.1.3 How did these experiences make you feel physically?

1.6.1.4 What were you thinking as a result of these experiences?

1.6.1.5 Based on your thoughts and feelings, what were your reactions?

1.6.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.6.1.2)

SECTION ONE: PERFORMANCE ISSUES

PART SIX: EXPECTATIONS

1.6.2. EXTERNAL EXPECTATIONS

1.6.2.1 The next subsection includes those expectations that are placed onto you by others... from the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

- 62 – Keep on winning (Pg. 18)
- 7 – Having a dip in form (Pg. 3)
- 36 – Knowing coach has his eyes on you because of being too relaxed in warm-up (Pg. 11)
- 37 – Competing at trials (Pg. 12)
- 21 – Have to perform well to not let other player down (Pg. 7)
- 14 – Competing in smaller games (Pg. 4)
- 15 – Bigger games (Pg. 5)
- 65 – Important Cup Match (Pg. 19)

1.6.2.2 Focusing on the ones that do not stand out, how did these make you feel?

1.6.2.3 How did these experiences make you feel physically?

1.6.2.4 What were you thinking as a result of these experiences?

1.6.2.5 Based on your thoughts and feelings, what were your reactions?

1.6.2.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (GO BACK TO QUESTION 1.6.2.2)

SECTION ONE: PERFORMANCE ISSUES

PART SEVEN: SELF-PRESENTATION

The next set of items are based on your experiences with regard to being evaluated by others...

- 1.7.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

41 – People watching evaluating your skills	(Pg. 13)
40 – Being accepted/respected by opponents	(Pg. 12)
43 – Being recognized	(Pg. 13)
48 – Impressing family and friends in crowd	(Pg. 15)
54 – Wanting to lift the welsh trophy at the end of the year	(Pg. 16)

- 1.7.2 Focusing on the ones that do not stand out, what feelings arose because if these experiences?
- 1.7.3 How did these experiences make you feel physically?
- 1.7.4 What thoughts did these experiences generate?
- 1.7.5 Based on your thoughts and feelings, what were your reactions?
- 1.7.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.7.2**)

SECTION ONE: PERFORMANCE ISSUES

PART EIGHT: OPPONENTS

- 1.8.1 The next section focuses on what you discussed about your opponents, from the following list of experiences that you identified in the first study. Do any of the items in the list stand out differently from the rest?

28 – Competing against high quality players	(Pg. 9)
31 – Competing against a very strong opponent	(Pg. 10)
39 – Competing against more experienced players	(Pg. 12)
44 – Opposition has a quality player in their side	(Pg. 14)
45 – Intimidated by better players	(Pg. 14)
46 – Opponent doing skill better than self	(Pg. 14)
30 – Playing against a notorious team for riling up	(Pg. 9)

- 1.8.2 Focusing on the one that did not stand out, how did this make you feel?
- 1.8.3 How did this experience make you feel physically?
- 1.8.4 What were you thinking as a result of this experience?
- 1.8.5 Based on your thoughts and feelings, what were your reactions?
- 1.8.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 1.8.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART ONE: FACTORS INTRINSIC TO THE SPORT

For the second section, I'd like to focus upon issues that you identified relating to the organisation you are involved in (i.e., the coaches, your team mates, the teams organiser/board, the governing body). First, I want to discuss with you the topics intrinsic to the sport (i.e., Competition).

2.1.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out differently from the rest?

51 – Uneven Astroturf	(Pg. 16)
52 – Stones on Astroturf	(Pg. 16)
63 – No changing rooms at venue	(Pg. 18)
16 – People watching on the side	(Pg. 5)
18 – Big crowd	(Pg. 6)
49 – Competing in poor weather	(Pg. 15)
64 – Referee that hasn't been good in past	(Pg. 19)
50 – Competing in over 40 to 50 games a season	(Pg. 15)

2.1.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.1.3 How did these experiences make you feel physically?

2.1.4 What thoughts did these generate?

2.1.5 Based on your thoughts and feelings, how did you react?

2.1.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.1.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART TWO: ROLES IN THE SPORT ORGANISATION

2.2.1 The next questions focus on the following experiences you identified with your own role in the sport organisation... do any of the following stand out differently from the rest?

8 – Rushing to get to away games	(Pg. 3)
9 – Getting to away games late	(Pg. 3)
66 – Minibus driver forgotten to pick you up	(Pg. 19)
67 – Getting to game venue to early	(Pg. 20)

2.2.2 Focusing on the ones that did not stand out, what feelings were generated as a result of these experiences?

2.2.3 How did these experiences make you feel physically?

2.2.4 What were your thoughts?

2.2.5 Based on your thoughts and feelings, how did you react?

2.2.6 Focusing on the experience(s) that did stand out (**Go back to 2.2.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART THREE: SPORTS RELATIONSHIPS AND INTERPERSONAL DEMANDS

I'd now like you to focus upon experiences that you identified relating to your relationships with other relevant to your organisation.

2.3.1 From the following list of experiences that you identified in the first study, can you tell me if any stand out from the rest?

- | | |
|--|----------|
| 56 – Coach's not knowing what they are talking about | (Pg. 17) |
| 32 – Performance evaluated from coach | (Pg. 10) |
| 42 – Having to be on the ball because coach watching | (Pg. 13) |
| 57 – Thinking what team mates are thinking about me | (Pg. 17) |
| 58 – Being accepted by team mates | (Pg. 17) |
| 59 – Letting team mates down | (Pg. 17) |
| 19 – Players not listening to what you say | (Pg. 7) |

2.3.2 Focusing on the ones that do not stand out, how did you feel as a result of these?

2.3.3 How did these experiences make you feel physically?

2.3.4 What were you thinking because of these experiences?

2.3.5 Based on your thoughts and feelings, how did you react?

2.3.6 Ok, focusing now on the experience(s) that you identified as 'standing out' differently than the rest (**GO BACK TO QUESTION 2.3.2**)

SECTION TWO: ORGANISATIONAL ISSUES

PART FOUR: ORGANISATIONAL STRUCTURE AND CLIMATE OF THE SPORT

Finally, I would like you to look back upon the experience that you highlighted relating to the atmosphere in which your team mates create.

2.4.1 How did the following experience make you feel?

- | | |
|---|----------|
| 55 – Other team mates argument affecting atmosphere | (Pg. 16) |
|---|----------|

2.4.2 How did this experience make you feel physically?

2.4.3 What were you thinking?

2.4.4 Based on your thoughts and feelings, how did you react?

SECTION THREE: PROBES

PART ONE: DIRECTIONAL PROBES

3.1.1 These thoughts and feeling that you experienced because of specific stressor (list thoughts and feelings), did you view these as positive or negative with regards to your immediate performance?

PART TWO: EXPLANATION PROBES

3.2.1 So, experiencing identify thoughts and feelings were generally positive or negative with regards to your immediate performance, why do you think this is?

PART THREE: FREQUENCY PROBES

3.3.1 These are the thoughts and feelings that you have told me about regarding stressor, list thoughts and feelings, how often did you feel like that during the one hour period before you competed?

3.3.2 What percentage of the time do you experience these thoughts and feelings?

APPENDIX 19

STUDY 2: EXTRACTS FROM REFLEXIVE JOURNAL

September 3rd 2004

Transcribed Participant C's second interview this week. What has come out from this discourse is that those performance issues that are deemed significant elicit nervousness and worry, but what is interesting is that the worry will only affect performance if self-confidence in ability is low, which in turn is affected by how well the individual has trained in the previous weeks/months. Further, with regard to emotional orientation, the anxiety or anger that is experienced is only facilitative when it is used to increase focus and effort.

Transcribed Participant K's interview this week. As mentioned in this diary the week that I had interviewed TC the second time, it is interesting, and important conceptually, that one stressor does not affect the individual significantly... yet, this one stressor could be amplified if other stressors are being experienced simultaneously... similarly, one stressor may instigate another and thus amplify the experience of the second stressor... The emotional responses are then intensified, and for this performer, these emotions become less facilitative and more debilitating towards performance. Indeed, this was highlighted to be due to a lack of concentration due to the many distractions.

September 24th 2004

Last entry for a couple of weeks as I will be away at AAASP, Minneapolis until the 3rd of October. This week I interviewed and transcribed Participant D's second interview, a professional snooker player. What seems to be coming out regularly now is that not one stressor alone instigates the response, which in turn affects performance. Instead, many stressors underlie the emotion being felt. Furthermore, it became apparent that in his youth, Participant D was very confident and although admitting to be nervous, this nervousness was in the form of excitement to perform... this meant an aggressive style of play, albeit slow, with the belief that he could beat anybody in front of him. As the standard increased, and Participant D became older, in his latter stages of career, the stressors became more apparent, but the nervousness this time was more negative, with worries to perform well and to avoid humiliation. This was because he wasn't as confident of winning tournaments, which in turn made him more defensive as a player to try and avoid losing, rather than playing to win. He spoke of his mind set changing from the early to middle and latter stages of his career.

April 1st 2005

This week I provided the supervisors with the narratives and asked them to come up with their own sequences (i.e., stressors – cognitions – emotions – orientations – behaviour) for the purpose of comparison and verification. We then met at the end of the week and discussed each of our interpretations. In general, what each individual (n=4) was brought to the table was consistent pretty much because we have similar perspectives on what the stress process entails. Further, this consistency was also due to the nature of the interview questions. To elaborate, the interview was tailored in a manner that each stressor(s) identified as critical by the performer would require an appraisal, emotion, orientation, and behaviour. Obviously this is not a totally inductive approach, but the use of multi-researcher interpretations and discussion accounts for different perspectives which does involve inductive methods as you are constantly contesting your own view.

June 3rd 2005

With regards to data analysis for the second study I toyed with the validity / verification section on what it should actually be called. Within this section I emphasised that I used supervisors to confirm and verify the findings, a reflexive journal to keep track and address any biases, and utilised the help of an external investigator to verify the whole procedure and the actual analysis output. Some journals use the sole term validity for this sort of procedure, but based on the literature I have read, I believe that validity covers a broad range of issues that would include verification (verifying that the findings are coherently structured and represent a good understanding of the transcript) and trustworthiness (do those external to the research project trust that the information I am presenting is unbiased and represents flow of the transcript sufficiently). Therefore, based on my methods, I would argue that I have attempted to endorse verification and trustworthiness, two aspects of a greater validity approach, and these should therefore be the foundation for this section's title in the data analysis.

July 1st, 2005

This week I have again been working through each performer's narratives and met once more with my first supervisor. What was of interest when sifting through the discussions with each performer was the explanations given for emotional orientation. That is, why the performers had viewed their emotions as facilitative or debilitating to upcoming performance. Interestingly, when emotions are perceived to be beneficial towards performance, the reasons attributed to this interpretation are due to an increase in focus or effort towards the task in hand. When emotions are interpreted as debilitating, the explanations mirror the initial appraisals given when the stressor is experienced. It is also important to note that the performers further appraisals (i.e., of their emotions) also referred to the initial appraisals and stressor (s). From these findings, my view is that orientation (or direction as labelled by the anxiety literature) is a representation of how performers view their emotions, initial appraisals, and experienced demands, with use of a motivational content. To elaborate, they do not only interpret how beneficial their emotions are to upcoming performance, but also the appraisals that caused these feeling states, and these interpretations include a motivational outcome (whether task focus, effort, or both).

I brought my workings to my first supervisor. He was in agreement and was encouraged that the findings somewhat supported previous qualitative research. He did however, encourage me to leave the narratives for a couple of weeks and go back and reinterpret the discussions with a fresh pair of eyes.

APPENDIX 20

STUDY 2: EXAMPLES OF STRESS PROCESS REPORTED BY PERFORMERS

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
A	Performance Stressor Poor previous performance	'god I hope that doesn't happen again'	Nervous	"... I am nervous about it, because it [bad performances] just build up ..."	Positive	"... Previous losses do spur us on a lot, but even if we have won the previous races, just because we had lost there the previous year that would spur us on..."	"... more effort..."
A	Performance Stressor Adjusting to the new boat	"I suppose I was thinking throughout the race 'if I moved a single muscle, the boat could flip over anytime' ..."	Worry	"... I would class that as a worry because with all the normal boats you could train in them and then just go and row in them, but in that particular boat, I suppose it was in the back of my mind for the whole race..."	Positive and Negative	"... I suppose it was good because I was concentrating that little bit harder on technique and stuff, but I'd say it was also bad because the hour before we were all worrying about it..."	"... it did slow us down because I was rigid..."
A	Performance Stressor Miss a stroke directly prior to a race in the warm-up	'Oh shiti! That's not good!' "... 'God, they (coaches) saw that, and that is the first thing they are going to say to you as soon you come out of the water.' ..."	Worry	"... when something like that happens, you carry on with the rowing, autonomous, but it is in the back of your mind that you may have messed it up, you may have ruined it... I suppose it is worry..."	Positive	"... Bad, I'd say so... because the coaches can cycle down and see you..."	<p>"... Well, usually when stuff like that happens at the beginning of the race it takes you out for the rest of the race..."</p> <p>"... I do try to get back in with everyone else... in a way it does get me a bit more focused, but still it is not quite right... I'd be trying too hard, because usually when our races went well, it was easy... everything went right and it was automatic, no one had to do anything special... so when something like that happens and I have to try really really hard to get my focus back on, that is probably when things went wrong again, when I'd do something wrong again..."</p>

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
A	Performance Stressor Selectors watching	"...I would be like 'oh right, ok, I've got to do well' ..." 'I just know that these people are watching me'	Worry and anger	"...Worry, yeah... but I think as well I was more angry that I didn't know who it was, if I knew it was that person there then I would make sure I'd row well when I go passed them and muck something up afterwards... but because I didn't know who it was, sounds bad, I was at my best behaviour the whole time..."	Negative	"...My mind would wander off..."	"...I tend to do badly..." "...so again I would be rigid and not rowing my best at all..." "...if I was steering I would be all over the place, wiggly lines all over the place and that is not the best thing..."
A	Performance Stressor Competing against older, national rowers	"...I wanted to get out... 'well let's just go home'..."	Worry	"...It did worry me that they were older and more experienced, I wouldn't have a chance. Obviously it worried me enough to want to get out, but it didn't worry me enough for me to actually get out... I knew I still had to do it, I couldn't jump out into the water..."	Positive	"...Well I think it was a good thing, because I was young, I suppose it was experience..."	"...When I am rowing, I am either really aggressive and loud or at times like that I have a slight worry in my mind I would go quiet... I did tend to go quiet and stare at these people and you know, you would be able to see the worry on my face... but it made me focus more on my performance, just quietly [laugh]"
A	Performance Stressor Possibility of making a mistake in front of new team mates	"... 'how would they react to me fudging it up... would they be supportive?' ..."	Fear / Worry	"...fear and worried ... I am so used to racing with one team, which was regimental... in the new environment... I was unaware how others would react if I had made a mistake... the old team mates would be o.k., they would be supportive..."	Negative	"...Bad, it was an 8 minute race and there has to be trust... I need to know how people would react... that is how we did so well in the other team..."	"...I behaved a lot more reserved and quiet with these people, all the way to the start..."
B	Performance Stressor Competing with a groin strain	'Can I perform today?' 'am I going to be able to last for the whole game?'	Anxiety	"...Anxiety about whether I can perform to the best of my ability, can I make that next ball ..."	Positive	"...I've learnt to put it into a positive perspective... when I started it was quite negative because I was inexperienced, I did not know how to handle it, but then... I think now I have learnt to take it all in my stride and take the positives out from it and move on..."	"...at the high level, you just get on with it, it doesn't matter how it feels... you just keep competing..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
B	Performance Stressor Poor Previous Performance	'Am I going to do the same again? Am I going to make the same mistakes?'	Nerves	"... You do get a bit of nerves because of bad previous performances, because you do think... 'Will it happen again to me? Will I make the same mistakes?', but you have just got to try and learn from them... that is the main thing that I have learnt from playing so long. If you keep thinking about them then they are going to happen again..."	Positive	"... I know what I have done wrong and I know how to improve them, so once I think about whether I am going to miss this tackle, I think mental imagery about how to make the right tackle, I know how to make the right tackle... so I can think about that, so I am confident that I will do it next time..."	"... When you go out to do your physical preparation, you think about the little details in your warm-up... like your first touch, practising your tackles, making sure that everything is perfect before you go out there and play... you make sure that nothing is going to go wrong, that you are really prepared for everything that is going to happen..."
B	Performance Stressor Not enough tactical information on opponents	'I don't know anything about these players, how are they going to play?'	Nerves / Worry	"... There are nerves if you do not know a lot about the opponents, because you don't know how they are going to play or how they are going to come out at you in the first 5 minutes or what their tactics are like... how they play the ball and stuff, so you are a bit nervous, you try and put it to the back of your mind, but you are always worrying... how are they, you don't know anything about them... how do they play..." "... when I first started I was much more worried if I marked someone and I didn't know how they would play, what passes they would make or how they would run at me... it did used to worry me about what would happen in the first 5 or 10 minutes of the game..."	Positive	"... I think it is a good thing now because as well as us not knowing anything about them, they probably don't know anything about us as well... so we can take that and we can go out in the first five minutes and play so I think it gives us an advantage..."	"... more focused on what I have to do and on players movements..."
B	Performance Stressor Too much information from coaches	'Am I meant to be doing this? Am I meant to be doing that? What am I meant to be doing all through the game?'	Worry / Anxiety	"... you are worrying... I think so much information does just give you more anxiety on the pitch..." "... You have so much information in your head that you do not know which to take on, which to really use the most, which to take on board..."	Negative	"... I think too much can be negative... because there are so many different things that you think about on the pitch... each time something different happens, you are trying to think 'what am I meant to do?, what have they told me to do?' ..."	"... More anxiety on the pitch leading to cautious behaviour..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
B	Performance Stressor Thoughts about going into the tackle after coming back from an injury	'this is going to happen again'	Nervous	"... That does make you feel nervous when your first 3 or 4 tackles, you are going in for the same tackle that you have got your injury from... you are very nervous about going into that tackle because of what has happened, you think that it is in your mind that is going to happen again..."	Positive	"... I've learnt to take it into a positive now because I have realised that if you go into a tackle half-hearted, if you go in worrying about it then you are more likely to get yourself injured from it... so I have learnt now that you have just got to go in for the tackle..." "... Yeah, you used to try and pull out of tackles and you just used to think about it... it was always there, it was always in the back of your mind... 'Is this going to happen again? Am I going to have to go to the hospital or whatever?' ..."	"... you have just got to go in for the tackle..." "... I used to try and pull out of tackles..."
B	Performance Stressor Bad experience / performance in previous match	'Have I got the ability to do it today?'	Lack of confidence Worry	"... sometimes when you have had a bad experience in the last game before or something... your confidence is down..." "... There is worry there then... because you know you can perform at a high level, but 'am I going to do it today?' ..."	Negative	"... If you are worrying about your performance then it is a bad thing, because I am worrying about little niggly things, I am not focusing on the main concern..."	"... I go into my own shell. I am not as outgoing as I am normally, because I am trying to focus on myself so much that I am trying to forget the surroundings around me..."
B	Performance Stressor Competing in the big games, such as commonwealth trials	'We need to win this, we need to get so many goals'	Nervous / Worry	"... They do make you feel nervous because you know how big they are, you know the importance of them... so you are worrying..."	Negative	"... I think it can hinder performance, because you put so much pressure onto yourself that you need to do this that when you start the game you are so wound up or worried about 'what if we don't get this? What is going to happen' I think it can go on to a negative..."	"... hinder performance, because you try too hard..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
C	Performance Stressor Competing with an injury / injury reoccurring	'They are probably going to go off really fast on the first 50 so I have got to keep with them, then am I just going to die because I haven't got the fitness to come back?' ... or if I've had an injury before, sometimes I think 'oh right, what if I start to feel it again in the race'	Worry	"...I just worry, when you have been injured or been out then you haven't got the fitness behind you so in the back end of the race you are going to die and I am thinking, 'oh my god! I'm going to just die and just go slower and slower as the race goes on', and I am thinking about what the others are going to be doing, and I shouldn't..."	Negative	"... Well it is not very positive is it, before you go into the race..."	"... Well I'm not thinking about my technique at all then am I? I am not thinking about my race plan, the rhythm, focusing on just me, my stroke goes do la lee..."
C	Performance Stressor Performed poor in previous race	'Oh god, what if I have another poor performance?' 'What if I can't improve on anything from the last run?'	Worry	"...if I had a previous poor performance I would be worried about that, in case I couldn't improve..."	Negative	"... Bad... it is not very positive to think about poor performances that you have had before..."	"... Either really quiet and biting the nails and going to the toilet all the time... not talking to anyone, or I am trying to get it out of my head and talking to everyone and laughing... distracting myself..." "... I start to feel tired, and I do suppose I get the butterfly feeling as well... I get them slightly all the time... but I start to feel tired and don't feel awake enough for the race..."
C	Performance Stressor Zip on costume breaking just before race	'Oh god, I don't know what to do'	Worry	"... I was just worried because I didn't have any other costume..."	Negative	"... my race plan I didn't have a clue what it was after that..."	"... I just got in there and swam, my stroke rate was high, I was just rushing everything... my time wasn't that bad actually coming out of it... it could have been better..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
C	Performance Stressor Coach expecting a good performance because performing well in training	'Oh my god, well, I have got to swim well now because he is expecting something'	Nervous	Expected to do well, pressure to perform well	Positive / Negative	"...If I wasn't nervous at all, they say to get nervous is a good thing, so to have a little bit of nerves gets you up for it... so that is a good thing... but then it could be a bad thing because I am always thinking about that and not thinking about the race..."	[if nerves go too high] "...I would say that my stroke rate would increase, but I do no think anything else bad in the performance of the race would go wrong apart from the stroke rate increasing... I just rush it too much..."
D	Performance Stressor Expectations changing when going through career	'I don't think I can win.' 'I don't want to win.'	Confidence (early) Nervous (late)	"...I never worried about not winning early on, before I went out there to play... but later in my career I did, because my standards were dropping, yes, and that is a different type of pressure. It becomes more of a fear, where in my earlier years the nerves were more to do with excitement of going out there to an occasion, to play in a big championship. Whereas later on it changed to thinking 'right, I have got to go out there, do as well as I can, but I wasn't so confident because I wasn't winning events..."	Positive / Negative	"...Excitement and worry are very closely linked I am afraid. It is just a matter of where you flick over from one to other and even if you are 4-all in a best of nine match, you can either be really excited about one frame wins it or loses it, or you can worry about losing it. For some unknown reason it is never the same, sometimes you worry about losing for no obvious reason and other times you are so excited with the last frame and perhaps then you lose the frame, and when you worry perhaps you win the frame, there was never a pattern there..."	"...I think I became more defensive mid career, perhaps after 10 years and then the last 5 or 6 I became defensive because I thought it was the best way I could try and win the match. Whereas earlier although I played at a slow pace, I always played aggressively and I think that comes with confidence, with success, I don't think anybody has got confidence without success. It is very difficult, especially if you have achieved success and then lost it, it is worse then because you have got, as they say, so many gremlins in your head as the years go by. The experiences you have been through..."
							"...Then it reversed around because I knew that I couldn't pot the balls the same, so I had to find other ways of trying to achieve success..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
D	Performance Stressor Not sure what cue action to use	'Oh I won't use that grip, I'll try it off another finger'	Uncomfortable / Anxious / Vulnerable	"...that would make me feel very uncomfortable and vulnerable because I was always for perfection in my cue action so it comes back to the same thing and you never achieve that, I did on the practise table but you don't get any points on the practise table or prize money... and really when I tried to take what wasn't instinctive to me from the practise table onto the match table, it became difficult, although I did achieve in it, it wasn't instinctive or natural, under pressure it is no good..."	Negative	"...I was focusing on my technical thoughts to try and get them better and losing my focus to win the match..."	"...you are really out there trying to be technically perfect when you forget what you are really there for is to win the match. Even if you have got to hit the balls with your nob... well that is the truth of it really, that is the state I got into playing..."
D	Performance Stressor Starting well	'I need to put my opponent under pressure' 'Well I am going to smash him'	Motivated (early years) Confidence (early years)	"...Motivation yes... in my better part of my career, my philosophy was I'd smash him 5 nil, bollocks to him, so I had to start well to beat him 5 nil..." "...it is self-belief because I had a lot of confidence in myself that I could perform and beat everybody..."	Positive	So really I was focusing on the right things and preparing for them and being out there aggressive and motivated..."	Aggressive in early years "...I felt as if I wanted to smash him literally, I just wanted to go up to him and head butt him, I was so aggressive in myself..."
E	Performance Stressor Competing while injured	'Don't push too hard too early, don't go flat out to start'	Not as confident	"...Maybe not as confident as I normally am... especially as I had a few hamstring problems..."	Negative	"...because I am a bit apprehensive going into tackles..."	"...Went out harder to run it off, but a bit apprehensive going into tackles..."
E	Performance Stressor Play well in front of important people (i.e., selectors/coaches)	'I have to play well in front of these, otherwise they're not going to pick me for a regional game'	Anxious, but keen	"...Anxious not to make a mistake, keen to get into it... keen to get back into it if you do make a mistake, you want to get the ball into your hand straight away..."	Positive	"...I think it is a good thing for the team and everything... if there is pressure on you to perform well... if it is a kick about down the park you are not under the same pressure to perform and you are not going to put in the same levels of commitment and effort, it is more of a challenge for you to perform as part of the team and then the team to play well as a result of that..."	Increased effort

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
E	Performance Stressor Playing live on T.V.	'There's going to be loads watching this game'	Anxiousness	"...you know there is going to be a hell of a lot more people watching than when you are going to play a weaker side..."	Positive	"...I think it is a good thing, obviously there is an optimal level of pressure and different people perform under different situations... I tend to play better when I am a bit more focused rather than when I am a bit too relaxed, so the big games that I have played in I have played better or well in because there is a pressure on me to perform and I am concentrating a lot more..."	"...I'm concentrating a lot more..."
E	Performance Stressor Impress new team mates at new club	'I need to play well here'	Anxious	"...I guess anxious to perform or to get given a chance..."	Positive	"...Because it improves your focus and you want to get out and perform well... it drives you..."	"...It drives you..."
F	Performance Stressor having bad starting gates	'I am not going to do very well'	Worry Annoyance	"...It is important to start the gates well for four cross, yeah that definitely stresses me out loads..." "... Usually feeling quite annoyed and I thinking about the last gate too much..."	Positive (motivation) Negative	"... Usually bad because you are not that confident because you are not doing as well against other people, but at the same time you might get annoyed and think 'bugger it, I am going to go for it,' but more often than not I'd say it is bad..." "... Because it is like a negative thing and it is so important for the race, for four cross, because it is so important and you haven't done very well in practise and you have run out of practise time, it is like near enough predicts that you are not going to do very well in the race..."	"...I can usually blank it out and just focus on the first corner, or just get into the zone really easily..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
F	Performance Stressor Stiff in the warm-up	'I'm not feeling relaxed, I know I'm not going to perform as well'	Annoyance Frustrated	"...usually I get quite frustrated and there is not really much you can do about it, apart from just having a break and coming back to it..."	Negative	"...It feels horrible and I am really conscious of when I am feeling stiff, when you see someone that is riding stiff, they look stiff and they don't look very good, they look uncomfortable. That is quite annoying, because then you tend to ride stiff..."	"...if you are too stiff then you haven't got the flow in between the jump, so you can't work the bike..." "...although you are going as quick you haven't got the same sort of fluidity, just flowing and being able to really put the bike where you want it on the landings and stuff, it is more of just you are very square and hit the jump square, rather than flicking around in the air..." "...if you are a little stiff and you usually find that you start to make little mistakes like land the jumps pretty short..."
F	Performance Stressor Having to think about taking a risky line during the time trial	'Get the race run' 'Shall I go for it'	Confident of pulling it off Worry	"...Definitely thinking about it because I hadn't really practised it, but I was quite certain that, well I tend to take different lines to other people and it seems to work for me. So I was quite confident that if I could pull it off then it would get me a really good position, so I went for the risk..." "...I was definitely worrying when I was watching other people come down and assessing it, I was thinking about it, probably watched it for about ¼ of an hour, so out of a 3 and a half minute track, it is a little section, so I was obviously worrying about it quite a bit..."	Negative	"...Bad I'd say. Because you are worrying about it, you are thinking that there is a possibility that you could crash, so that is a negative straight away, and I had probably almost forgot about the whole track apart from that little section. So it is probably why I did crash because I was thinking about it more..."	"...I went for the risk, but I was too rigid because put too much pressure onto self..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
F	Performance Stressor Wanting to perform well to get better sponsorship deals	'So and so is watching, they are not going to recognise me' 'They are going to think I am not as good as they thought I'd be.'	Worry	"...It is more pressure, if there is a negative, if you are riding badly, then it increases negative thoughts, but if you are riding well then it increases positive thoughts...."	Positive / Negative	"...I suppose bad, but in a way it could motivate you to perform well, to improve yourself when you know someone is there..."	"...I'd go out more aggressively, but you are not yourself and relaxed as you should be..."
A	Performance Stressor Competitors tampering with our boat	'Why do these other people do it? Why don't they just race?'	Angry	"...I usually get quite angry... I have been known to get aggressive as well... I suppose it riles me up a bit..."	Positive	"...I suppose it spurred me on again..."	"...I suppose I did get quite worked up, but I suppose it spurred me on again, I try to just think about the race, not to think about that..."
G	Performance Stressor First game back after injury	'Right, I don't want to hurt my knee'... 'I can't make that challenge, I am going to run another length of the field because at least I am working'	Worry	"...Extremely worried that it is going to happen again... a complete lack of confidence going into any challenges... it is probably the most difficult game to play, first one back after injury..."	Negative	"...It is not good... because that is all what your mind is on... all you can think about is 'right, I don't want to hurt my knee', which can be detrimental again, because if you are not confident and you are going into challenges half-heartedly there is an increased risk that you are going to do some damage... and it is extremely frustrating when you are playing knowing that all you can think about is your knee, you are not focusing on the game..."	"...That is where I would perhaps try to over compensate... I know I can't go into challenges, so then I would work a lot harder to try..."
G	Performance Stressor Not wanting to make a mistake	'Ok, I have got to make sure that every 50/50 ball I win' 'Right I am not going to make a mistake there' 'I am not going to make mistakes'...	Worry	"...I would worry about making mistakes from letting myself down kind of point of view..."	Positive / Negative	"...It is a good thing if I have got specific areas where I don't want to make a mistake, so I would think 'ok, I have got to make sure that every 50/50 ball I win'... 'I am not going to make mistakes' that is unrealistic, you do get a bit irrational before a game if you are all worked up and that can be a bit detrimental I think..."	"...I would focus on not making the same mistakes again and that is something that I have got a bit better at..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
I	Performance Stressor People expecting you to win competition again	'Shut up, don't say that.' 'If they think that I can do this then yeah, they believe in me at least' ..."	Nervous	"...I normally take it the wrong way and it gets me more nervous. I'd rather no one say anything at all..." "...Maybe tempting fate..."	Positive	"...quite a big motivator for me is 'oh this person is saying I can win, I would love to go back and tell this person that I won to see what they would say...'..." "...Depends who it is, if it is someone more important it is quite motivating, but I am nervous as well, it is kind of a mix..."	"...I don't really show my emotions and pace about or stuff like that, I think it is a big weakness to show to your partner that you are upset or angry... but it does motivate me to put the effort in and win..."
I	Performance Stressor Partner focusing on external / social factors and not performance	'Oh yeah, I have got to beat my opponent, but my partner doesn't really want to be here.'	Annoying	"...That is a bit annoying, because we are here, we are playing a tennis match, let's focus on what we are doing and how we are going to beat these opponents..."	Negative	"...It is a bit bad because you might tense up a bit more, because then you are thinking about an extra thing like 'oh yeah, I have got to beat my opponent, but my partner doesn't really want to be here...'..."	"...tense up and give my partner the cold shoulder, give him a look or something, but I would tense up because if you are not going to try then it puts more pressure onto me to win my points..."
J	Performance Stressor Big Games	'How am I going to deal with this?' 'Have you played against these in the past? How have I done against them in the past?'	Nervous Challenge	"...I think there would be certain kind of nervousness naturally for a bigger match because you are playing a very physical team, but I think the challenge is there as well though..."	Positive	"...A good thing because they keep you alert, and if you do get time to think, then you are thinking about the game and about performance..."	"...It keeps you alert and I kind of like the challenge then... as long as you know that you are physically prepared to match them, if you are not feeling physically prepared or confident in yourself, then you are going to go 'uh-oh', dread it... but I think it will spur you on to a certain extent, because even if you know that you are up against a much better opponent, it is still going to spur you on..."
J	Performance Stressor Starting well in games that are going to be sharp and fast	'Well let's do the job first and worry about the performance later'	Nervous	"...Nervousness of making a mistake early-on really, because the game is going to be fast and you might not be up to speed with the game to start off... if you think the other team are a good team, you know..."	Negative	"...I think that would be bad because you are not confident to do, or you are not feeling as relaxed to do what comes naturally..."	"...you tense up a lot..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
J	Performance Stressor Played poorly in previous match	'I am confident, I can perform well'	Nervous / Anxious Depressed	"...Then you are nervous and quite anxious and that is not that good for performance..." "...I think you can feel a little depressed as well if you are not enjoying and not playing well... you get a bit lack-lustre then, fear of failure coming in..."	Negative	"...Because you haven't played very well and you can't find reasons why and you are unsure of yourself, questioning your ability..." "...You are not as confident..."	"...you get a bit lack lustre..." "...if you're not playing very well, you are keen then in the warm-up you don't do very well, you make mistakes or you are not switched on, then it might go to a bit of lethargy..."
J	Performance Stressor First game at senior level	'I am nervous about tonight' 'Oh yeah, I shouldn't really be nervous.' "... Yeah, you are looking to reach that same level of dominance as well... when you are young playing in senior football it is a big thing, because your whole life revolves around that football match..."	Nervous	"...the first game I was nervous and for that season I was nervous before games... butterflies before games..." "... because as a youngster I wasn't a superstar but you are always better as a youngster than a senior level..."	Negative or Positive	"...Not a great thing because you haven't got the confidence perhaps, but when you start the game then you play as you would with or without nerves, therefore in the actual game it might be advantageous to have them nerves to make you work a little bit harder you know..."	"...I work a little bit harder..."
J	Performance Stressor Team mate evaluation	'I don't want to make a mistake because they [team mates] may have a go at me.'	Nervousness	"...I play between the firsts and the seconds, you see that when you are with the first team they are a lot better standard than playing in the seconds and therefore when you go in there you might not be as good as what you should be at that level... I think that creates nervousness then... so team mates evaluation is a big one..."	Negative	"...It can be bad because it can knock your confidence, because if you think 'you want me to do more than what I usually do with football, he wants it to be perfect'... then that can be bad for performance..." "...When you first get up to the first team it is, and you are nervous and that can detract from your performance, but as you kind of get older then you get more experienced with it..."	"...I'd literally stiffen up..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
K	Performance Stressor Dislike an opponent / Opponent being unsportsmanlike	'I hate this idiot' ...	Anger	"...it would anger me thinking he is an idiot or something..."	Positive	"...but I would feel like it would be a huge positive... because a lot of time on badminton, especially in the early rounds, you just get on and play your strokes and normally you go on, play quite well and win no problem... you only get aroused, if you like, on the high games, high level... but if somebody who was weaker and you didn't like him, then your game would just go sky high..."	"...if somebody who was weaker and you didn't like him, then your game would just go sky high..." "...that was a huge drive, that increased performance massively..."
L	Performance Stressor Competing with an ankle injury	'I need to be careful'	Nervous	"...possibly a little bit nervous that I may do it again..."	Negative	"... Well it's not a good thing no, you must be a 100% fit and going full at it..."	"...just holding back a little..."
L	Performance Stressor Lack of preparation (personal)	'I'm not feeling sharp'	Worry	"...So a little bit of worry that I will make mistakes due to a lack of preparation..."	Negative	"... That is a bad thing... if you are worrying about making mistakes then you are not being focused..."	"... Well mistakes do kind of happen then sometimes, miss-hitting a ball or something..." "... Not feeling the right level of focus that you need to perform..."
L	Performance Stressor Forgotten gum shield	"Why did I forget that... I hope I don't get hit."	Worry, Apprehension	"...Certainly my gum shield because I might lose my mouth... worry and restraint, apprehension into going in the game..."	Negative	"...Probably a bad thing, because you are not going in as hard..."	"...Not going in as hard..."
L	Performance Stressor Trials	'I can't wait to get stuck in.'	Excited, Confident	"... Looking forward to it, excited, because in the past I know I have done well in it, so the confidence to go and do it again..."	Positive	"...I do like playing both when I am the best and when I am the worst I suppose, or not necessarily the worst, but when I have stepped up to a new standard I do like playing that... it does raise my performance to that standard..."	"... I would feel a little bit lighter when I feel more confident... More free flying..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
A	Organisational Stressor Arriving too early and sitting around in boat	'How are we going to beat them?'	Nervous	"...I do get nervous when I am sat there early, I have the butterflies and stuff like that... I suppose it is because when you are late, you do not have time to think about all of that..."	Negative	"...I'd say that they are bad, because it is cold, you are complaining, boats start getting too close to us and we start shouting at them and we can get disqualified..."	"...I get distracted from performance and focus on shouting at opponents..."
A	Organisational Stressor Bad weather conditions	'I can't go forward, I can't get my blade in the air, this weather...'	Worry	"...That would get to me a bit, it worries me a lot... because days before races, all we do is check weather reports... I don't mind rowing in the rain, that is awesome because you are getting hot so it is lush rowing in the rain... but windy weather, when it is windy, everything can go wrong..."	Negative	"...I have no control..."	"...I'd go quiet again... during the race I focus too hard to do it properly to make it work and then it would go caput kind of thing..."
A	Organisational Stressor Representing school, not wanting to let them down	'oh dear, this could be really bad if I don't do really well'	Nervous	"...That would put pressure onto us because we had won all these races - and when we get back everyone would be celebrating and we would get honours in our school and everyone knew in school that we were the best in the country..." "...it would make us nervous because the pressure..."	Positive	"...I suppose it was a good thing because it was bringing on the whole team environment and we weren't just doing it for the other people in the boats or for our selves, it was for literally everyone else... because all of our families would come to every race and support us and there would be banners and stuff like that..."	"...it increase my drive and effort..."
E	Organisational Stressor Competing in front of a large, home crowd	'what will people think if I play well'	Slight Nerves Motivation	"...I don't think that there is a great deal of nerves there because it is not related to how you are going to perform on the day, so there may be slight nerves when you go out there, like I hope people think I do well... but it is not major anxiety..."	Positive	"...Ye, you are motivated because, especially in front of a home crowd you want to do well, you want to look good yourself and the team as a whole, so you are motivated to try and work harder, to try and get to everything..."	"...you try and work harder..."
B	Organisational Stressor Officials known for 'giving cards out'	'Oh my god, not them again' ...'	Anxious	"...It does make you feel anxious more than anything because you know what they are like, you know how they like to referee the game and sometimes that can put you off your game by trying not to get sent off or getting a yellow card..."	Negative	"...Can put you off your game..."	"...you get wound up about it as well... you do get annoyed with decisions...so it does distract you..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
B	Organisational Stressor Parents of opponents screaming / shouting on touch line	"..what the hell are you on about..."	Annoyed	"... You do get annoyed sometimes, it does make you annoyed, especially bad facilities or screaming parents on the touch line that do not know what they are talking about... it does make you annoyed... you want to get on with what you are doing, but you can't always because there is a factor in the way stopping you..."	Negative	"...it does frustrate you for the first 5 minutes... you just get annoyed and stuff, but then you take it as a positive... you have just got to adapt to what has happened and move on with it..."	"...I think you do notice more what is happening, so you do get distracted by people screaming and shouting..."
B	Organisational Stressor Arguments within team	'Is this going to affect our game now.'	Anxiety / worry	"... You do feel anxiety because you are worrying is this going to affect the game, are these two people going to get on are they going to link well in the game..."	Negative	"...I think it can be a negative thing if it is taken too far, if the argument is still going towards the end... it will be a negative on the performance if it is not sorted there and then..."	"...they do distract the team as a whole from performance..." "...I try and take control more I think... I try to make sure everything as a team as a whole that we are ok, make sure that everyone is going to work with each other, it doesn't matter what you think of them... I try and encourage the team more as a group... make sure there is less individuals and everyone is together as a team..."
B	Organisational Stressor Team mate's not been pulling their weight	'Why don't you just at least try.'	Annoyance	"... It makes me feel annoyed and I do get quite angry if people are not pulling their weight, because you are all there as a team, you work as a team, you play as a team... so it does annoy you if you see someone that isn't pulling their weight on the pitch..."	Negative	"...I think sometimes it could be a bad thing because I try and do too much when I am on the pitch..."	"...I try and do too much when I am on the pitch... at a higher level, you have got to step away from it because if you do too much then you are going to struggle... but at a lower level you do take more responsibility on the pitch..."
E	Organisational Stressor Not agreeing with the coaches reasons for being dropped	'I can't believe I'm not picked, I hope he doesn't play well	Annoyance	"... annoyance comes from that... the odd time this year when I haven't started..."	Positive	"...I think it is a good thing, because the odd time that I have sat on the bench I have been keen to go on and to get involved straight away..."	"...get involved and stuck in straight away..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
F	Organisational Stressor Organisers changing the timing of the starting gates from the day before	'I'll start from fresh'	Annoyance / Worry	"...That would definitely annoy me, more nervous..."	Negative	"...Bad, because when you go back to the gate starts, you will worry about it too much rather than the actual race, because it is important..."	"...I Start poorly..."
G	Organisational Stressor Coach not turned up	'why am I playing, if he isn't here'	Annoyed	"...Annoyed... annoyed at him because in a way he has let the team down..."	Negative – lack of motivation	"...you don't feel as prepared because it is again ruining your routine. Maybe doing the things in the warm-up the same way, but just having that team talk at the beginning from the coach is what you are used to and it does fire you up..."	"...you are playing for yourself and other team mates, but you do play a lot for this coach, expecting to live up to what he wants... so if he is not there setting the expectation then you do feel 'hang on, there is not any point', so you wouldn't put as much into the game..."
H	Organisational Stressor People in crowd talking to me	'How annoying are you.'	Irritation Anger	"...it really irritates me when other people talk rubbish to you before the race, just random stuff... they are whinging that they are not fit, when you know they are not and you are just like... go away... that kind of thing... they are the two main kind of things... they get on my nerves..."	Negative	"...I am not focusing on my performance. I then end up being distracted because I am thinking about what they are saying and not what I should be thinking about..."	"...I am not focusing on my performance..."
I	Organisational Stressor Main person/official from club watching match	'No slacking, no stupid mistakes.'	"...Oh, definitely nervousness..." Worry	"...Worry about not performing well..."	Positive	"... Yeah it does [motivate], because I think 'I can't make any stupid mistakes'..."	"...I concentrate more on what I've got to do..."
J	Organisational Stressor Game called off, and then back on again	'Why am I bothering'	Lack of motivation	"... You are coming at it from a totally different position then... I have always struggled with that... when a game is called off, 'right ok, I have got time off now, what can I do?' ... when it comes back on it is daunting, you know that you have to grit your teeth and bare the reason why it was originally called off for bad weather, bad pitch, we have only got 10 players..."	Negative	"...Bad I think because you are not up for it and you have already imagined yourself being somewhere better, warmer, nicer... so you don't really give a toss about the game so much..."	"...I just couldn't be bothered... didn't put it in..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
J	Organisational Stressor Being played in an unfamiliar position	'I'm not used to playing here, I'm going to be shown up.'	Stress / anxiety	"... That would produce the stress, anxiety, for reasons that we have gone over... you know, you think then my strengths are not suited to this position, therefore you may concentrate on your weaknesses for that position and confidence... but then again, you try and talk yourself around, but I think it would cause you stress and anxiety, especially if it is a new position, you haven't got any previous experiences to say 'ah well, I have done it before just by doing this' you can't really imagine how the game is going to pan out..." "... My weakness being shown up..."	Negative	"... Confidence is not really that good, performance, it might make you concentrate that little bit more... so it could help you but it could also make you hide, make you think 'well I don't really want to get into that situation, so I won't'..."	"... Make you hide..."
L	Organisational Stressor Uneven Astroturf	'look at the state of this pitch'	Apprehension	"... Maybe a little bit of apprehension going into the match, but not really, because it is just a case of adapting to it..."	Negative	"... Well, you are going to perform differently, but it affects the quality of the performance..."	"... affects quality of performance, you haven't to adjust..."
A	Multiple Performance Stressors 1) Internal and 2) external expectations of starting well, 3) own thoughts of technical aspects of starting	'Don't muck it up'	Worry	"... I would think about it, but I think I was more worried about how I could muck it up at the back... because at the start, you are going so fast, you could so easily miss a stroke and do an air stroke, so you don't put your blade in the water..."	Negative	"... That would be a bad thing... because that would put me off, because what tends to happen is when I start to think about things like that I would do it... so it is not very good at all... so I do tend to distract myself from what I should be doing..."	"... I used to try and focus so much on trying to get those first bits right..."
A	Multiple Performance Stressors 1) Being the team to beat due to consistent wins, and 2) seeing size of opponents	'Oh god they are really big'	Worry	"... That was more of a concern... I suppose that is probably what I would be thinking before all the big races before and... all our boats used to be in the place and we would see all the other people walking around and we would think 'oh god they are really big' and stuff... I suppose that would make me a bit worried..."	Positive and Negative	"... Well I suppose it was good and bad, because it jeers us up because we wanted to win again and prove that we could beat all these people again... but bad because it is not the best thing to be thinking before a big race... you don't really want to be thinking that they could beat us and then our career will go down..."	"... It would increase my drive / effort definitely..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
B	Multiple Performance Stressors Wanting to win for 1) yourself, 2) team, and 3) coach	'Come on, you can do this.'	Anxiety / nervousness	"...Anxiety and nervousness because you want to do so well, you want to do well for yourself, for your team, for your coaches, there are so many things you want to do well for and you do psych yourself up too much... you try to wind yourself up too much before the game that you just make yourself nervous..."	Negative	"... I think this is quite negative, quite bad for your performance because I wind myself up so much that when I get onto the pitch that I lose my concentration for the first five minutes..."	"... I lose my concentration from my performance... I am quite aware of everything around me, I am aware of everyone, all the noises, aware of the crowd..."
B	Multiple Performance Stressors 1) Competing against an opponent who is quicker than you and 2) has good skills	'what if she gets past me, what is going to happen'	Worry	"...It does make you worry, especially if you have got a forward that is quicker than you, you know has got very good skills..."	Positive	"... I think it is a good thing because you know what she can do, so you can try and prepare yourself as much as possible for it happening... so, you have got to try and take it as a positive, because you know that she may be more skillful, but then you have got to have a contingency plan to stop her getting that far..."	"... I try to act as calm as possible, I try not to let it distract me, so I try to focus on what I need to do and not worry about what they are going to do..."
B	Multiple Performance Stressors 1) Being the team to beat and 2) selectors watching	'How are we going to perform' 'I have got to put this to the back of my mind'	Anxiety	"... I think they do cause you some anxiety, especially towards the start of the warm-up because you may see people there that you know are watching you or... being the team that everyone wants to beat, everyone knows who you are and how you play and stuff, so I think there is a bit of anxiety when you are going out, but I think you have got to put them to the back of your mind or it can hinder your performance..."	Positive	"... I think it is quite good because it is there for the first 5 minutes then you put it away and move on with it..."	"... I just try to work with the group more, I try to get more involved as a team so that it doesn't distract me... if I was there thinking about it then it would distract me from my performance... so I think I try to get involved with the warm-up more just to try and stop the distraction..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
B	Multiple Performance Stressors 1) Competing against best teams in 2) major competitions	'I want to win this'	Nervousness / Worry / Excitement	<p>"...I think there is nervousness because you know what the other teams are like, especially big teams... they have got the ability, they have got the skill, the tactical preparation, so it does cause you some worry, like... how are we going to handle them, how are we going to stop them scoring..."</p> <p>"...I think it is excitement, because I want to go out and give it a go..."</p>	Positive	<p>"...I think it is good because I try and take it as a positive and try and go out and enjoy the game... maybe they are the better team and maybe we will lose, but go out and there and enjoy it, don't worry about every little point, you may not make every tackle because they are more skilful than you... so go out there and enjoy it and relax..."</p>	<p>"...I try to do my preparation as normal, but you are aware of them more often, you do have a look at them more often in the warm-up, you are distracted slightly by them... so I try to focus more as a team then and get in and focus as our team as a whole... but there are occasions when you do get distracted by them, just have a look to see how they are like..."</p>
C	Multiple Performance Stressors 1) Competing in race in which I am no.1 in and 2) competitor, who I train with, who normally races in 200m is also competing and she has trained well all week	<p>'Shit, what if she beats me'</p> <p>'Oh my god, if she beats me what am I going to do, what am I going to do' ...</p>	Nervous / Worried	<p>"...If she had beaten me then it would have been 'oh my god, someone has beaten LW' and I didn't want that to happen, and I was really really nervous..."</p> <p>"...She has been training really really well and I was really worried, because if she beats me in the 100m that is fine because she is supposed to any way, but the 200m I was worried about, but I don't think she would have, but there was always the nervousness that maybe she might..."</p>	Positive	<p>"... Well then it was a good thing because I swam really well, but that could have been due to the hard training and things like that, but leading up to the competition, if the training has gone well then I am going to feel more confident than if it hadn't gone well then I am going to feel more nervous... and I had been training quite well back in December, so I was confident... so that thought was in my mind 'oh god what if she beats me?', but then I was feeling confident of my own race as well..."</p>	<p>"...I swam well, as training had gone well..."</p>

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
D	<p>Multiple Performance Stressors</p> <p>1) Aware not playing well anymore and 2) competing against one of the top players</p> <p>Also, media not wanting to speak to you when you lose</p>	'If he plays well I am going to lose'	Lack of motivation, increased worry about performing well (when media don't want to talk to you)	<p>"...I don't think it motivates you anymore, it is just, I don't know what to say about that, the press and media, I read once somebody said 'I spent all my life, my career trying to get famous, and now I am famous I don't want to talk to anybody' and that is great. I never really liked the press and media, I had an ego to feed as well and it is great when you go in there and play well and you talk to the press and think 'I was on television'. But then you can't have that and then the other one which we just talked about when the press don't want to talk to you when you lose, well I never used to like it when I lost even when the media wanted to see me, I had lost. But you had to do it as part of your job, so I don't think... it had affected my performances, no doubt, but it was just another notch knocked into me with all the other things that were happening that made me feel perhaps, not inferior, I was never inferior, but less confident of success..."</p>	Negative	"...It just doesn't motivate me..."	"...Then I became more defensive..."
E	<p>Multiple Performance Stressors</p> <p>1) Starting well and 2) meeting the standards I set last year</p>	'I want to just get stuck into this.'	Anxious	<p>"...I guess it links well to starting well, because you are really getting anxious to get going and get onto the score sheet or whatever... to perform well..."</p> <p>"...it is not really I am worrying I am not going to get to the standards, I am just anxious to get involved and to get stuck in early doors..."</p>	Positive	"...I think it is a good thing really if you are setting high standards..."	"...I meet the players head on..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
G	Multiple Performance Stressors 1) Thoughts about previous poor personal performances, 2) the importance of personally playing well	'What did I do wrong then?, right, I am not going to make the same mistake again.'	Nervous	"...because you're wanting to do better, you do think about the bad previous performances, but if you dwell on them too much then there is not much point...."	Positive	"... Yes, yeah, definitely, I think that helps. You have got to be a bit nervous otherwise you are not going to be as fired up and I don't think you are going to try and live up to your expectations as much as you could if you were going in half heartedly... you are not going to play as well..."	"...it fires me up..."
G	Multiple Performance Stressors Competing against 1) strong, 2) fit, 3) quick opponents	'I'm not going to play as well today'	Worry	"...If they are a strong side, you worry that you are not going to perform as well or that you are going to be outplayed..."	"... Good or negative, depending if knee injury occurs..."	"... It can be good if I think about it from a 'what can I do to put as much pressure on this team as possible?', bad in that I still do worry about the knee injury, if they are a strong team they are going to go in for tackles and challenges stronger and that is where I panic and maybe lose my way because I back out of challenges..."	"... Team performance it can be detrimental in that most of the teams we play are weaker than ourselves and then all of a sudden when you are playing the stronger team, you feel you just cannot keep up..."
H	Multiple Performance Stressors 1) The people expecting you to repeat the success... always expected to be on form and 2) evaluative consequences of not performing well	'well there is so much pressure, how am I going to do this?'	Stressed Pleased Worry	"... Pretty stressed... because if I haven't done the training, which is more than likely that I haven't... I just have to pull it out in the race. Some times it can make me feel quite pleased that I am still up there, I am one of the three or four that people are keeping an eye on and having to try an beat... so that is good, and that make me feel pleased that I am still there... but then the other side is the stress that I have to perform to that level that people expect you to perform, because when you don't perform they would be like... oh, she didn't do very well..." "...you worry that I won't do as well as I should do and I have to do well..."	Positive	It could be a good thing I suppose... I don't tend to look at things negatively; I look at them from both sides... if you start off negative then you'll never play well. If I do I'll think, well there is pressure because I am good, therefore I should do well..."	"...so I'll go out there and show them how good I am..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
H	Multiple Performance Stressors Constantly thinking about 1) how you look and your weight in 2) major championships	'Well what the hell are they thinking about me?'	Worry	"...It would worry me if I think my hair is looking rubbish or my face is looking minging..." "...You are always wandering about what other people are saying about you when you are not with them..."	Negative	"...Bad because I am worrying about it too much than I am worrying about my race..."	"...You have always got to look good no matter how much you are bricking it inside, you have always got to look composed and calm... but performance wise it does affect me as I'm concentrating on how I look..."
I	Multiple Performance Stressors 1) Competing against club rival in final match and 2) spectator evaluation	'I can't lose this, I can't lose this.' 'Yeah, I have got to win this, I have never lost to her ever before, I have got to keep up my profile.'	Nervous Excitement	"...Oh, I was very nervous. I just wanted to get out there and play, get into it..." "...Excitement as well, because if you win this, you can win this!"	Positive	"...It's good because sometimes that is they was I cope, try to build myself up by going 'ye, you can do this, come on.' Then, it could be bad because I tense up a bit..."	"...I increase my effort, but I do tense up a bit..."
J	Multiple Performance Stressors 1) Not sure what is expected of you [performance] by coach and 2) team mates / coaches giving you different instructions	'what on earth am I, should I, be doing if so and so is telling me to do this?', but so and so else is telling me to do that, and so and so by there doesn't know what he wants, what hope have I got?' "... You are not feeling very good then, you are feeling as if you can't win, whatever you do..."	Worry Fear of making a mistake	"...If you don't know what is expected of you and you go out and do your best and there is not many people on your back, then that is fine, but when you have other players or coaching staff telling you to do other things, or contradicting themselves... that can be frustrating, it can make you not perform really well..."	Negative	"... You just know it is going to affect your performance..."	"... You are afraid to express yourself then, because you are afraid of making a mistake then..."
K	Multiple Performance Stressors 1) Win games in specific tournaments, (2) linked to sponsorship and all other things and obviously yourself, you want to win certain ones, and (3) the match is the final game	'big match, have to perform well' 'what will they think about my performance'	Nerves increase before the final game	"...you wouldn't really think about it again until you then come onto some more pressure like the final and then go on court then and try and control everything by just saying, ok... I will just hit the first few shots well, it is like a controlling mechanism or something to make you forget about everything else and just get some quality shots done. It is something that I would say to myself to calm me down and get under way..."	Positive / Negative, dependent on how much is felt	"... I say it is negative because obviously it increases and you feel worse, but I am still not sure if it is a negative thing... I can remember many times where I have felt almost sick, don't know if that is right, but really feel my stomach going and go on court and played the best that I ever have done... so I am not sure if it is a negative thing, I just think that there must be some sort of point where it gets to you and it goes negative, but I am not sure where that is..."	"...the last time I remember it fired me up to kick arse..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
L	Multiple Performance Stressors 1) Playing against good performers and 2) instructed to stop them getting to the ball quickly	'I am going to have to make some pretty tough tackles'	Excited	"...Pretty excited and looking forward to the challenge..." "...I quite like that kind of challenge, gives you something to focus the attention on..."	Positive	"...Oh yeah... you have got your focus then on the jobs you need to do..."	"...totally focus on what I've got to do..."
L	Multiple Performance Stressors Forgotten gum shield and they have got a good drag hitter from corners	'I need to be playing a different way'	Worry, Apprehension	"...Certainly my gum shield because I might lose my mouth... worry and restraint, apprehension into going in the game..." "...I would be bricking it a little bit..."	Negative	"...Probably a bad thing, because you are not going in as hard..." "... Yes... if I know that they have got a particularly good drag flicker or something I am not going to be getting the body right on the line..."	"...Not going in as hard..." "... Yes... if I know that they have got a particularly good drag flicker or something I am not going to be getting the body right on the line..."
A	Multiple Organisational Stressors 1) Replacing a rower in an unfamiliar team and 2) competing at steer, the position with most responsibility	'I don't like this pressure at all'	Angry Nervous	"...When I was replacing that rower, it wasn't her fault that she was ill, but I got angry with her... because I didn't think I had enough time to adapt to that position, even though I had done that position so many times before, because it was with different people and because they had worked so well together with this other girl, I didn't think I would be accepted kind of thing... even though all we had to do was an eight minute race and I would probably never row with them again, but there was such a pressure from the other people and from myself that I could let these people down..." "...nervous that I would fudge it up..."	Negative	"...The anger doesn't really help... again it does spur you on a bit, but I don't think in that time it really helped me at all... nervousness I just thought was normal, for any race I get nervous for some reason or another..."	"...didn't help me as I wasn't focused on my own performance..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
B	Multiple Organisational Stressors 1) Competing in back to back games in 2) humid conditions	'Am I going to last the next game?' 'Have I drunk enough water?' 'Am I going to be dehydrated on the pitch?' 'Are we going to be able to perform to the level that we know we can?'	Anxious	"... It does make you feel quite anxious because you are thinking 'am I going to last the next game?' Especially when you are abroad in the humidity, have I drank enough water, am I going to be dehydrated on the pitch?' ... So there is a bit of anxiety there, 'are we going to be able to perform to the level that we know we can?'..."	Positive / Negative	"... I've learnt to take it on as a positive thing, but when I first started it was negative because it was so hot, I would think 'am I going to get dehydrated on the pitch? I am not going to last' ... and it does distract you, especially towards the end of your warm-up where you are a bit tired from the warm-up, 'am I going to last the next 70 minutes?' ..."	"... You keep drinking, you keep focused on the game, don't get distracted if you feel slightly sluggish... try and pick yourself up, try and encourage yourself more to keep moving, try and motivate yourself to keep going..."
E	Multiple Organisational Stressors 1) turning up too early and 2) weather conditions are poor	'Why am I here so early? I know some like to get there early, but I just like to be here and get on with it'	Annoyed	"... You are conscious of when the kick off is and you are looking for time to kill..."	Negative	"... Bad if anything, because you lose your focus..."	"... you lose your focus on what you've got to do..."
G	Multiple Organisational Stressors 1) Team mates making positive comments about personal previous performances and 2) important to perform well as role model in team	'Yes I know I did well at that point in the game, I know I made a good challenge, scored a good goal or whatever.' 'Ok, I want to keep this up' ... I 'Well I can't muck up because they're looking up to me'	Motivated / Worry	"... I need to be told what I didn't do right so I know what I need to work on..." "... I can't slip up because they are looking up to me as a role model..."	Positive to a point	"... Good up to a point, but if you overload then... and other pressures come in as well then..." [i.e., haven't been playing well in previous weeks] "... Yeah, if it goes to a point and those pressure linked to other pressures... if that is my only concern at that point in time, then it can be a big pressure, but I can deal with it as it is the only pressure on me at that point. It is only when it is linked from other pressures from coach, wanting to perform well, it is a big game... then all these pressures can accumulate, that is when it gets too much..."	"... then you would get a bit complacent 'oh everyone thinks I am great, don't need to do anything else'..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
H	Multiple Organisational Stressors 1) Letting people down in team events and 2) Competing in my weaker event	'I don't want to let people down'	Worry	"...I worry about letting other people down..."	Positive	"... That is a big problem for me... not so much a big problem, it tends to make me do better actually... if it was an event that I am not so competent in like the skis, I'll do the ski relay – I am bricking it... but I will do it, and I tend to perform a lot better..."	"...I tend to put the effort in and concentrate more..."
K	Multiple Organisational Stressors 1) Broken rackets and 2) not enough time to have them restrung because arrived late	'I'm not happy about this' 'What happens if another racket breaks'	Angry Nervous	"...If you hand them the racket with half an hour to do it, it is not likely they are going to be able to, so then you start getting really angry and frustrated and it is difficult to put it out of your mind and they may well..." "...It is not something on it's own that would make me nervous, I wouldn't get tense over one thing like that, but if it was linked to a lot of other things, like I had been late, then I would get incredibly angry, pissed off and lose it... not only when you are late but when you have forgotten to do this and this and it just builds up and builds up and builds up... it is not something on it's own that would affect my performance..."	Negative	That sort is really poor, especially if it is in between games or in the hour before, then it is something that you have got full control of and because you have been late or because you have been lazy it has not been done and you just get frustrated and tense and come out over aroused and just a negative...	Tense up "If you were going to do clears and smashes, the power shots, it probably does have some positive affect, because it gives you that extra adrenalin and power, but the shots... there is obviously a lot in badminton where you play net shots and tight shots and little tuck shots, if your fore arm and you feel, if it is not, but you feel it is, you just don't, there is no feel there at all... and that is poor."
K	Multiple Organisational Stressors 1) Culminating pressure when coach, sponsors, family are added to a big crowd 2) not having usual quota of rackets because one is broken, and 3) having too much time before match too think about there issues.	'Can I perform good enough? I don't want to perform badly with all these people here... I need to be able to perform well' ... and then you start going through, ...	Worry	It is linked incredibly, all these things we talked about, one depends on another... in that situation, if anything else was wrong then you would be thinking about it a lot more, so in that hour before... for example, if you only broke one string, so you start with four rackets and try to get through four rackets is, in one game, is unbelievable, but if that was all there and you get this dry mouth and you are like 'oh that racket is broken'	Negative	"...and then I would start to worry and then arousals would go higher and higher, and as long as all that happens within 45 minutes before I go on then I knew that I would alright, if I was there for an hour and a half, so I had even longer to think about it and contemplate, then I would start, I would probably push myself too far and then I would perform badly..."	"...Just pure nerves, if I knew all those people that I just mentioned where there, then I would just be pouring water down my throat and I would get it really bad... I wouldn't be able to concentrate on anything else because I would have pushed myself too far..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
L	Multiple Organisational Stressors Being the captain and players not listening to what I say	'For god sake, just listen to what I'm telling you.'	Frustration	"...Just frustration, because if they would then we would be doing better..."	Positive	"...it could be a good thing, knowing I have to perform to compensate for them a little bit I suppose... might step up my efforts..."	"...Yeah, I'd increase effort..."
A	Performance and Organisational Stressors 1) Fit enough to be on the boat with these other people, 2) important race, and 3) No cox so I had to steer	'Well they put me in the boat so I suppose I must be good enough.' 'if I just move my foot by accident and it could all go wrong...'	Nervous	"...I suppose that does get me nervous, because in a lot of our races we didn't have a cox... a person that steers the boat, so I had to steer the boat, which is not the easiest of jobs, so that did get me nervous... those races do get me very nervous because you have to go in a dead straight line and you have to steer with your foot..."	Negative Positive	"...I suppose I think it is the same as everything... bad that I am worrying that I will mess up, but good that I am thinking because I am trying my best to focus on it... so I kind of channel my thoughts... Then again, I suppose it is bad because I should be concentrating on the steering and the rowing but..."	"... When I am steering the boat I don't think I am thinking about the rowing or that I have to go in a straight line... I just do the rowing automatically..."
A	Performance and Organisational Stressors 1) Replacing a rower in an unfamiliar team and 2) competing at steer, the position with most responsibility, and 3) additional stressor of how other people would evaluate performance	'Would they think I had done the job good enough'	Nervous Anger	"...That would bring on more nervousness, and agitated I suppose... I just wanted it to be over... even though it was probably going to be one of the biggest races I could do, I just wanted it to be over so I could be back to my fun rowing with my friends... not this tough big expectation thing..."	Negative	"... Couldn't cope with the outside expectations..."	"...I tend to go to the toilet a lot... I do that all of the time... I just kind of wander off as well... I don't really do anything, I have to get away from people... I do that know on day to day, just too much pressure... if they annoy me I will just wander off..." "...Anger and agitation were around, but I think that to get rid of all of this nervousness and stuff I had to focus as hard as I could to do everything right..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
B	Performance and Organisational Stressors 1) Wanting to perform well on the day, 2) coach expecting me to perform well, and 3) people watching who think you shouldn't be on the team	'Am I confident enough to go out there on the day and do it?'	Nervous	"... It does make you feel a bit nervous because there are always people who think you don't deserve to be there and you want to go out and prove them wrong, you want to go out to show 'I deserve to be there' ... so there is a little bit of anxiety and nerves when you first go out there because you see them and you think, I am going to prove you wrong..."	Positive	"... but you can use that as a big positive because there are people there thinking you are not good enough and you know you are, so you can use that as a positive to go out there and show them that you are..." "... You have to focus on your concentration, because I know that my ability is there, I know Myself it is there..."	"... You prepare yourself so much that for the first 5 minutes of the game you are there straight away, you win everything... you take that positive and say 'I am going to go out there and do it'..."
D	Performance and Organisational Stressors 1) Not enough practise time on table and 2) later in career facing good opponents	"I don't want to lose and what are they doing on the next table"	Anger / Fear / Nervous	"It angered me because I wanted security which is what that practise table is for. But thinking about losing was the root of all the problems, and all the little [organisational] things used to bring my nerves to the surface."	Negative	"I was obviously more nervous than I was thinking I was, because I was always nervous anyway, but there are levels of nervousness, there is excitement nervousness and there is shitting yourself, fear nervousness. Before I'd go out to play, when it is always a vulnerable time, I'd be like a nervous wreck rather than just being nervous."	"I would start to get flustered. I'd start focusing on stupid things, my hair wasn't right, I couldn't get on my Dickey-Bow properly, my waste coat was too tight... stupid things"
E	Performance and Organisational Stressors 1) Playing in front of a big crowd and 2) Dropped a number of high balls the week before	'I want to make sure that I don't do it again'	Anxious	"... If you have dropped a couple of high balls, the opposition might know that and tend to put a few more on you..."	Positive and Negative	"... sometimes that pressure, if you cannot block it out of your head as the ball is in the air then it is a bad thing... again the same as before... a certain amount of pressure is good, you want to make sure you perform well and you concentrate..."	"... I concentrate a lot more..."

Participant	Stressor	Cognition	Feeling	Why	Direction	Why	Behaviour
H	Performance and Organisational Stressors Really big surf / swimming vs using ski 1) All going out at same time when 2) using the ski in big surf	'I don't want to get boxed in' 'Oh my god, I am going to die'	Nervous "...I will feel far more nervous when I have got to use the ski, but I would prefer it for the swim... so it is good and bad for both things..."	"... If it is 4 foot, 5 foot... then bricking it... because it is a 16 foot long ski that I am trying to get over the waves just using a little paddle... so you are sitting down and the waves... and that is awful, I worry constantly about that, but then when I actually start the race I tend to be ok... but before hand I am there looking at the waves... or if I am like far away from the sea then it looks quite small, but then as soon as you go to line up for the race and you are standing in the sea then they look massive and then you are like... oh my god, I am going to die..." "...but for the board you all go out at the same pace, so that is a worry as you get boxed in and you can get pulled back and then you would have to pull back and go forwards..."	Negative	"... Bad, because I am too focused on them and not focused on my race, apart from the surf race it is ok, because I just run out faster... but with the board or the ski it does tend to be a problem because I don't tend to be so focused..."	"...I just repeat, you have got to keep paddling... repetitive, and I don't look around, I look straight ahead... I'm far more focused..." "...That is the problem, I tend to hold back and that is why I end up being behind for the race at the start and then I have to pull all the way through the crowds..."
H	Performance and Organisational Stressors At the 1) starting line and 2) athletes notorious for taking people out	'I have got to start well... I have to run out fast'	Worry	"... There is always a worry that you will be taken out and there is a lot more worry when you are using the board or the ski, because it is harder to pull away so quickly, but in running, because I am a good runner I can just peg it off, sprint off..."	Positive	"...apart from the surf race it is ok, because I just run out faster..." "...I am less focused, I focus on other things around me and I miss the gun... or I am more focused on them..."	"...My adrenalin goes up a bit and I tend to run harder at the first..." "...I am less focused, I focus on other things around me and I miss the gun... or I am more focused on them..."
H	Performance and Organisational Stressors 1) Competing in location where there is no beach, 2) Conditions favour larger opponents, 3) expectations from others 4) hurting my shoulder	'There is just no point'	Worry	"...I can't get ahead... it worries me a lot, because it links to expectations again... because everyone is TW you can do so well, but I can't because I can't run out to the sea, it is 5m and then sea..." "...so I worry about hurting my shoulder..."	Negative	"...This is massively negative... I struggle to get over that negative feeling because that is when the larger girls excel..." "...Bad... that just affects me straight away..."	"... You try and go flat out and swim your hardest... then my shoulder would ache because you have swam hard and had to swim an extra 100m, where as before you could run out and in 50m... I couldn't, I had to swim that. So then my injury would occur for me..."

APPENDIX 21

STUDY 3: COMPETITION STRESS EXAMINATION SHEET

3 WHAT WAS AFFECTING YOU PRIOR TO YOUR SHOT?

4 WHAT WERE YOU THINKING?

5 WHAT WERE YOU FEELING AS A CONSEQUENCE? AND WERE THEY (POSITIVE) OR BAD (NEGATIVE) FOR YOUR PERFORMANCE?

EMOTION	Not at all	A little	Moder- ately	Quite a bit	Extre- mely	Very Negative				Unimportant
	0	1	2	3	4	-3	-2	-1	0	
	0	1	2	3	4	-3	-2	-1	0	
	0	1	2	3	4	-3	-2	-1	0	
	0	1	2	3	4	-3	-2	-1	0	
	0	1	2	3	4	-3	-2	-1	0	

6 IN RELATION TO YOUR PERFORMANCE, WHAT WERE YOU THINKING ABOUT THIS EMOTION / THESE EMOTIONS?

7 WHY WAS THIS, [WERE THESE], EMOTION(S) CONSIDERED GOOD FOR YOUR PERFORMANCE? (HOW DID THEY AFFECT YOUR ACTUAL PERFORMANCE?)

APPENDIX 22

STUDY 3: PARTICIPANT INFORMATION SHEET CONSENT FORMS

- The study is being funded by the University of Wales, Swansea, and the Thomas and Elizabeth Williams Grant (Carmarthenshire).
- If you want to find out more about the project, or if you need more information to help you make a decision about joining in, please contact Richard Neil on the telephone number given at the bottom of this sheet, or email me.

Your Participation in the Research Project

Why you have been asked

In this project I am talking to sports performers and discussing any topics relevant to them in the hour before competition. Specifically, the purpose of this study is to gain insight into your performance experiences and to help you work on your thoughts about these experiences.

What happens if you want to change your mind?

If you decide to join the study you can change your mind and stop at any time. I will completely respect your decision. If you want to stop it would help us if you could let us know (you could send us a note from the attached form, or telephone us) and this will save us bothering you with unnecessary telephone calls. There are absolutely no penalties for stopping.

What would happen if you join the study?

If you agree to join the study, then I will ask you to work through a sport psychology programme, and a formal interview at the end of the programme. The interview would last about one hour and I would be trying to identify and discuss different experiences that you underwent during the programme.

Are there any risks?

I do not think there are any significant risks due to the study. I have piloted both the programme and the interview with a number of people, and they told us that they were very straightforward, and not stressful. If you did feel that there was any stress involved you can stop at any time. Just tell the interviewer that you want to stop.

Your rights.

the interviews will be used for my own Ph.D. research thesis. Secondly, the results will be published in a scientific journal so that other sport scientists, coaches and performers can benefit from them. I would like to emphasise that your personal interview information will remain *completely confidential*. When presenting the results, I may want to use selected quotes from the interviews in order to illustrate important points. However, these quotes will be strictly anonymous, ensuring that your identity is protected.

Are there any benefits from taking part?

There are no direct benefits to you for taking part; however this study may help you to view your experiences differently and also help other performers who undergo similar experiences.

How I protect your privacy:

All the information I get from you is strictly confidential, and everyone working on the study will respect your privacy. I have taken very careful steps to make sure that you cannot be identified from any of the forms with confidential information that I keep about you.

I keep your name and address, and personal details completely separate from the other forms, and there is no information on the other forms that could let anyone work out who you were.

When I have finished the study and analysed the information, all the forms I use to gather data will be completely destroyed. I will keep the form with your name and address and I will keep a copy of the attached consent form for 10 years, because I am required to do so by the University.

PLEASE NOTE: YOU WILL BE GIVEN A COPY OF THIS SHEET TO KEEP TOGETHER WITH A COPY OF YOUR CONSENT FORM

Contact Details:

Richard Neil

Telephone: 07790862269

Email: r.neil@swansea.ac.uk

dated for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, without my relationship with UWIC, or my legal rights, being affected.

☐

3. I understand that relevant sections of any of research notes and data collected during the study may be looked at by responsible individuals from UWIC for monitoring purposes, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my records.

☐

4 I agree to take part in the above study.

☐

Signature of Participant

Date

Name of person taking consent

Date

Signature of person taking consent

** When completed, 1 copy for participant & 1 copy for researcher site file*

APPENDIX 23

STUDY 3: EMOTIONS QUESTIONNAIRE

Anxious		
Angry		
Disappointed		
Nervous		
Tense		
Irritated		
Upset		
Sad		
Excited		
Pleased		
Exhilarated		
Uneasy		
Joyful		
Furious		
Annoyed		
Enthusiastic		
Dejected		
Happy		
Apprehensive		
Cheerful		
Unhappy		
Energetic		
OTHER:		

APPENDIX 24

STUDY 3: SUBJECTIVE PERFORMANCE BOOK

UNIVERSITY OF WALES SW

RESILIENCY IN SPORT & EXERCISE CONSULTANCY GROUP

UNIVERSITY OF WALES INSTITUTE, CARDIFF

UNIC

ATHROFA PRIFYSGOL CYMRU, CAERDYFF

PERFORMANCE BOOKLET

- The aim of this booklet is to monitor how YOU aspects of your own performance
- One of the sheets within this Booklet should be AFTER each round of golf you play
- Before completion, please spend a little time to how your performance actually did go
- To assist reflection, you may wish to speak to the sport psychologist, or the professional at the
- In addition, the mini-booklet you are using throughout your performance can also be used to assist memory

Name: _____

DOB: _____

Sex: _____

Contact Tel (Mob): _____

Contact Email: _____

Handicap: _____

completing BOOKLET ONE

If you have any queries then please do not
contact me:

Richard Neil

Tel (mob): 07790862269

Email:

r.neil@swans

FOOT

Average

DRIVING	1	2	3	4
LONG IRONS	1	2	3	4
SHORT IRONS	1	2	3	4
PITCHING	1	2	3	4
CHIPPING	1	2	3	4
BUNKER PLAY	1	2	3	4
PUTTING	1	2	3	4
COURSE MANAGEMENT	1	2	3	4

Do you have any comments regarding your performance?

If you have any queries then please do not
contact me:

Richard Neil

Tel (mob): 07790862269

Email:

r.neil@swans

DRIVING	1	2	3	4
LONG IRONS	1	2	3	4
SHORT IRONS	1	2	3	4
PITCHING	1	2	3	4
CHIPPING	1	2	3	4
BUNKER PLAY	1	2	3	4
PUTTING	1	2	3	4
COURSE MANAGEMENT	1	2	3	4

Do you have any comments regarding your performance?

completing BOOKLET THREE

If you have any queries then please do not
contact me:

Richard Neil

Tel (mob): 07790862269

Email:

r.neil@swans

DRIVING	1	2	3	4
LONG IRONS	1	2	3	4
SHORT IRONS	1	2	3	4
PITCHING	1	2	3	4
CHIPPING	1	2	3	4
BUNKER PLAY	1	2	3	4
PUTTING	1	2	3	4
COURSE MANAGEMENT	1	2	3	4

Do you feel the 'ARC' technique is helping your performance? **YES / NO**

If YES, how is this technique helping your performance?

Do you have any other comments regarding your performance?

Richard Neil

Tel (mob): 07790862269

Email:

r.neil@swansea

DRIVING	1	2	3	4
LONG IRONS	1	2	3	4
SHORT IRONS	1	2	3	4
PITCHING	1	2	3	4
CHIPPING	1	2	3	4
BUNKER PLAY	1	2	3	4
PUTTING	1	2	3	4
COURSE MANAGEMENT	1	2	3	4

Do you feel the 'ARC' technique has helped your performance? YES / NO

If YES, how has this technique helped your performance?

Do you have any other comments regarding your performance?

APPENDIX 25

STUDY 3: PHASE I AND II MINI-BOOKLET

GIR: Y / N N^o. PUTTS: _____

SCORE: _____

WHAT HAPPENED?

WHAT WAS I THINKING?

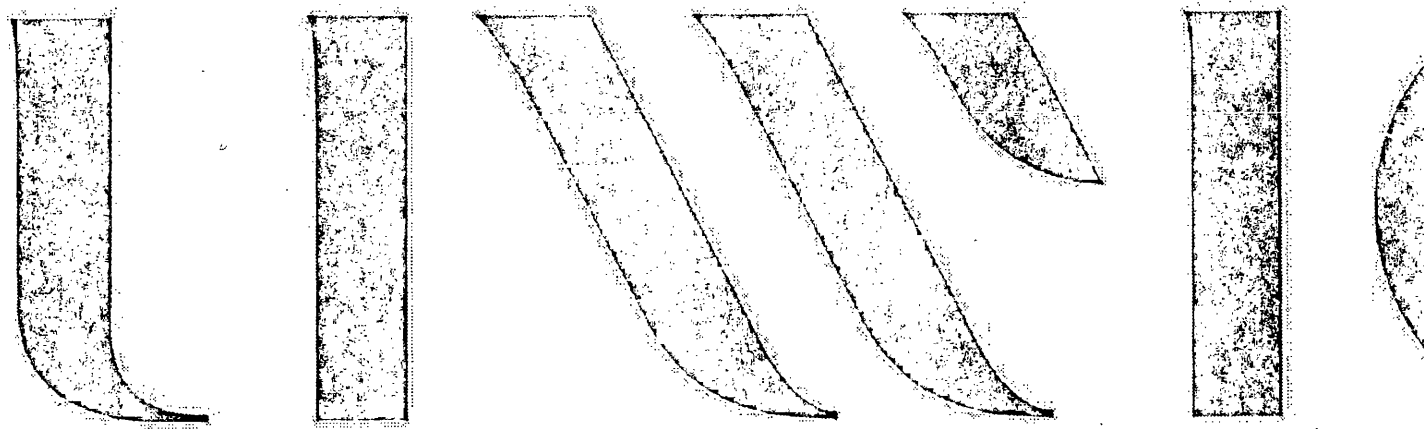
HOW WAS I FEELING?

APPENDIX 26

STUDY 3: PHASE I MAIN BOOKLET

RESILIENCY IN SPORT & EXERCISE ***CONSULTANCY GROUP***

UNIVERSITY OF WALES INSTITUTE, CARDIFF



ATHROFA PRIFYSGOL CYMRU, CARDIFF

BOOKLET ONE

top level performers

More specifically, we will focus on altering the way you think during performance

In order to assist this process, you will be required to complete the following booklet

Before we provide the guidelines on how to complete the booklet, please respond to the questions below

Name: _____

DOB: _____

Sex: _____

Contact Tel (Mob): _____

Contact Email: _____

Handicap: _____

Have you ever received sport psychology support?

Yes / No

If Yes, could you briefly describe what this support was?

in order to assist with recall, you will be provided
mini note book to complete AFTER EACH HOLE

Therefore, after the performance, use the mini note book
to help you identify any significant N
experiences that occurred

Then, complete the following pages of this booklet

You will use one page for EACH identified experience

If you have many significant experiences, then
do them all

Page 3 provides a guide for using the booklet

Page 4 provides an example of a page from the booklet

Page 5 provides an example of a completed page

If you still require help with the booklet or even
a new booklet, then please do not hesitate to contact

Richard Neil

Tel (mob): 07790862269

Email: r.neil@swansea.ac.uk

(c) On what Hole did the significant experience identifying occur?

(d) What was your score before this hole and your score on the actual hole

2) Describe the situation that occurred

3) Describe what was affecting you prior to the may, for example, be:
a poor previous shot
an opponent
the weather

4) Describe what you were thinking due to what describe in part 3

5) (a) Identify the emotion(s) you felt because of what described in parts 2 & 3

(b) Rate whether these emotions you felt were bad

6) In relation to your upcoming stroke, describe what were thinking when you felt these emotions

7) Describe why this, or these, emotion(s) were so bad for your performance

3 WHAT WAS AFFECTING YOU PRIOR TO YOUR SHOT?

4 WHAT WERE YOU THINKING?

5 WHAT WERE YOU FEELING AS A CONSEQUENCE? AND WERE THESE (POSITIVE) OR BAD (NEGATIVE) FOR YOUR PERFORMANCE?

	Not at all	A little	Moder- ately	Quite a bit	Extre- mely	Very Negative			Unimportant
Anxious	0	1	2	3	4	-3	-2	-1	0
Nervous	0	1	2	3	4	-3	-2	-1	0
Angry	0	1	2	3	4	-3	-2	-1	0
Frustrated	0	1	2	3	4	-3	-2	-1	0
Disappointed	0	1	2	3	4	-3	-2	-1	0

6 IN RELATION TO YOUR PERFORMANCE, WHAT WERE YOU THINKING THIS EMOTION / THESE EMOTIONS?

7 WHY WAS THIS, [WERE THESE], EMOTION(S) CONSIDERED GOOD OR PERFORMANCE? (HOW DID THEY AFFECT YOUR ACTUAL PERFORMANCE?)

3 WHAT WAS AFFECTING YOU PRIOR TO YOUR SHOT?

I HAD A BOGEY ON THE PREVIOUS HOLE DUE TO A TRIPLE PUTT

4 WHAT WERE YOU THINKING?

WHY THE HELL DIDN'T I AT LEAST DOUBLE PUTT THE LAST HOLE
SECOND PUTT, AM I GOING TO DO THE SAME AGAIN

5 WHAT WERE YOU FEELING AS A CONSEQUENCE? AND WERE THEY
(POSITIVE) OR BAD (NEGATIVE) FOR YOUR PERFORMANCE?

	Not at all	A little	Moder- ately	Quite a bit	Extre- mely	Very Negative		Unimportant	
Anxious	0	1	2	3	4	-3	-2	-1	0
Nervous	0	1	2	3	4	-3	-2	-1	0
Angry	0	1	2	3	4	-3	-2	-1	0
Frustrated	0	1	2	3	4	-3	-2	-1	0
Disappointed	0	1	2	3	4	-3	-2	-1	0

6 IN RELATION TO YOUR PERFORMANCE, WHAT WERE YOU THINKING
THIS EMOTION / THESE EMOTIONS?

WHAT AM I GOING TO DO, WILL I BE ABLE TO PAR THIS HOLE

7 WHY WAS THIS, [WERE THESE], EMOTION(S) CONSIDERED GOOD
PERFORMANCE? (HOW DID THEY AFFECT YOUR ACTUAL PERFORMANCE)

THEY WERE BAD BECAUSE I WAS ON EDGE AND NOT FOCUSED ON
PERFORMANCE

3

WHAT WAS AFFECTING YOU PRIOR TO YOUR SHOT?

4

WHAT WERE YOU THINKING?

5

WHAT WERE YOU FEELING AS A CONSEQUENCE? AND WERE THEY GOOD (POSITIVE) OR BAD (NEGATIVE) FOR YOUR PERFORMANCE?

	Not at all	A little	Moder- ately	Quite a bit	Extre- mely	Very Negative			Unimpor- tant
Anxious	0	1	2	3	4	-3	-2	-1	0
Nervous	0	1	2	3	4	-3	-2	-1	0
Angry	0	1	2	3	4	-3	-2	-1	0
Frustrated	0	1	2	3	4	-3	-2	-1	0
Disappointed	0	1	2	3	4	-3	-2	-1	0

6

IN RELATION TO YOUR PERFORMANCE, WHAT WERE YOU THINKING ABOUT THIS EMOTION / THESE EMOTIONS?

7

WHY WAS THIS, [WERE THESE], EMOTION(S) CONSIDERED GOOD FOR YOUR PERFORMANCE? (HOW DID THEY AFFECT YOUR ACTUAL PERFORMANCE?)

APPENDIX 27

STUDY 3: PHASE III MINI-BOOKLET

PRIOR TO THE USE OF THE CUE CARD -
WHAT HAPPENED?

WHAT WAS I THINKING?

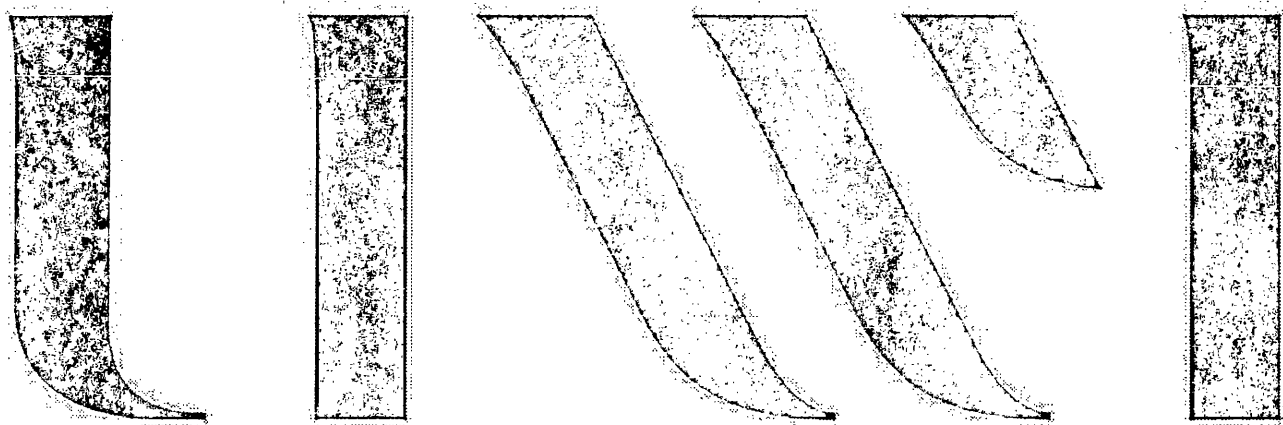
HOW WAS I FEELING?

APPENDIX 28

STUDY 3: PHASE II MAIN BOOKLET

RESILIENCY IN SPORT & EXERCISE ***CONSULTANCY GROUP***

UNIVERSITY OF WALES INSTITUTE,



ATHROFA PRIFYSGOL CYMRU, C

BOOKLET TWO

top level performers

More specifically, we are now going to focus on the way you think during your performance

In order to assist this process, you will be required to complete the following booklet

Again, this booklet must be completed before you practise or performance

Before we provide the guidelines on how to complete the booklet, please respond to the questions below

Name: _____

DOB: _____

Sex: _____

Contact Tel (Mob): _____

Contact Email: _____

Handicap: _____

mini note book to complete AFTER EACH HO

Therefore, after the performance, use the m
to help you identify any significant
experiences that occurred

Then, complete the following pages of this bo

You will use two pages for EACH identified ex

If you have many significant experiences,
them all

Pages 3 and 4 provide a guide for using the b

Pages 5 and 6 provides an example of the
complete for each significant experience.

Page 7 and 9 provide examples of completed

If you still require help with the booklet or
new booklet, then please do not hesitate to c

Richard Neil

Tel (mob): 07790862269

Email: r.neil@swansea.ac.uk

- (c) On what Hole did the significant experience identifying occur?
- (d) What was your score before this hole
your score on the actual hole
- 2) Describe the situation that occurred
- 3) Describe what was affecting you prior to
may, for example, be.
- a poor previous shot
 - an opponent
 - the weather
- 4) Describe what you were thinking due
describe in part 3
- 5) (a) Identify the emotion(s) you felt because
described in parts 2 & 3
- (b) Rate whether these emotions you felt
bad
- 6) In relation to your upcoming stroke, describe
were thinking when you felt these emotions
- 7) Describe why this, or these, emotion(s) were
bad for your performance

- This sheet is based on the 'ARC' principle illustrated on page 6

STEP 1: Address and Understand the situation

- In order to understand the thoughts and emotions you need to include the following:
 - What you initially thought
 - What emotions you were feeling
 - How negative you interpreted these emotions
 - Why you interpreted the emotions as negative

STEP 2: Rationalize the emotion and initial thoughts

- Make a statement that acknowledges your thoughts and emotions you are experiencing
- Change your negative thought into something positive

STEP 3: Change the thought to a 'TASK FOCUSED' thought

- Make a statement that focuses on how you will complete your task

3

WHAT WAS AFFECTING YOU PRIOR TO YOUR SHOT?

4

WHAT WERE YOU THINKING?

5

WHAT WERE YOU FEELING AS A CONSEQUENCE? AND WERE TH (POSITIVE) OR BAD (NEGATIVE) FOR YOUR PERFORMANCE?

	Not at all	A little	Moder- ately	Quite a bit	Extre- mely	Very Negative			Unimporta
Anxious	0	1	2	3	4	-3	-2	-1	0
Nervous	0	1	2	3	4	-3	-2	-1	0
Angry	0	1	2	3	4	-3	-2	-1	0
Frustrated	0	1	2	3	4	-3	-2	-1	0
Disappointed	0	1	2	3	4	-3	-2	-1	0

6

IN RELATION TO YOUR PERFORMANCE, WHAT WERE YOU THINK THIS EMOTION / THESE EMOTIONS?

7

WHY WAS THIS, [WERE THESE], EMOTION(S) CONSIDERED GOOD PERFORMANCE? (HOW DID THEY AFFECT YOUR ACTUAL PERFOR

THOUGHT ADJUSTMENT SHEET

Step 1: ACKNOWLEDGE	Step 2: RATIONALIZE	S
<p><u>ACKNOWLEDGE</u></p> <p>What was I thinking</p> <p>What was I feeling?</p> <p>What was I thinking because of these feelings?</p> <p><u>UNDERSTAND</u></p> <p>Why were you thinking that these emotions and thoughts were negative?</p>	<p><u>RATIONALIZE</u></p> <p>1) Put the emotions into perspective: Make a statement about why you're bound to be feeling these emotions.</p> <p>2) Change your negative thoughts into something positive – focus on something you've done previously</p> <p>3) Make a statement 'to act – fuel'</p>	<p><u>CHANGE</u></p> <p>Identify a thought that you view as a good performance</p>
How believable are the self-statements that you have made?	Non Believable	Moderately Believable

3 WHAT WAS AFFECTING YOU PRIOR TO YOUR SHOT?

I HAD A BOGEY ON THE PREVIOUS HOLE DUE TO A TRIPLE PUTT

4 WHAT WERE YOU THINKING?

WHY THE HELL DIDN'T I AT LEAST DOUBLE PUTT THE LAST HOLE
SECOND PUTT, AM I GOING TO DO THE SAME AGAIN

5 WHAT WERE YOU FEELING AS A CONSEQUENCE? AND WERE THESE
(POSITIVE) OR BAD (NEGATIVE) FOR YOUR PERFORMANCE?

	Not at all	A little	Moder- ately	Quite a bit	Extre- mely	Very Negative		Unimportant	
Anxious	0	1	2	3	4	-3	-2	-1	0
Nervous	0	1	2	3	4	-3	-2	-1	0
Angry	0	1	2	3	4	-3	-2	-1	0
Frustrated	0	1	2	3	4	-3	-2	-1	0
Disappointed	0	1	2	3	4	-3	-2	-1	0

6 IN RELATION TO YOUR PERFORMANCE, WHAT WERE YOU THINKING
THIS EMOTION / THESE EMOTIONS?

WHAT AM I GOING TO DO, WILL I BE ABLE TO PAR THIS HOLE

7 WHY WAS THIS, [WERE THESE], EMOTION(S) CONSIDERED GOOD
PERFORMANCE? (HOW DID THEY AFFECT YOUR ACTUAL PERFORMANCE?)

THEY WERE BAD BECAUSE I WAS ON EDGE AND NOT FOCUSED ON
PERFORMANCE

ADOPT THE 'ARC' PRINCIPLE

STEP 1 ADDRESS AND UNDERSTAND THE SITUATION AND EMOTION

- . ACKNOWLEDGE AND UNDERSTAND THE SITUATION**
- . WHY YOU ARE THINKING AND FEELING THE WAY YOU DO**

STEP 2 RATIONALIZE THE EMOTION AND INITIAL THOUGHT

- . RATIONALIZE THAT THE EMOTION AND THOUGHTS MAKE YOU ACT**
- . RATIONALIZE INTO A POSITIVE SELF-TALK**

STEP 3 CHANGE / RECONSTRUCT THE THOUGHT TO A TASK FOCUSED ON SOMETHING BETTER ABLE TO FACILITATE

Step 1: ACKNOWLEDGE	Step 2: RATIONALIZE	Step 3: CHANGE
<p><u>ACKNOWLEDGE</u></p> <p>What was I thinking</p> <p>The double bogey on the previous hole through missing</p> <p>What was I feeling?</p> <p>Anxious and Angry at myself</p> <p>What was I thinking because of these feelings?</p> <p>What am I going to do, will I be able to par this hole?</p> <p><u>UNDERSTAND</u></p> <p>Why were you thinking that these emotions and thoughts were negative?</p>	<p><u>RATIONALIZE</u></p> <p>1) Put the emotions into perspective: Make a statement about why you're bound to be feeling these emotions.</p> <p>I need this anxiety and anger because the performance / this competition means a lot to me</p> <p>2) Change your negative thoughts into something positive – focus on something you've done previously</p> <p>I've had double bogey's before and have still performed well afterwards</p> <p>3) Make a statement 'to act – fuel'</p> <p>I am going to use my emotions as my FUEL to act</p>	<p><u>CHANGE</u></p> <p>Identify a thought that you want to change to a good performance</p> <p>I know I can do this I must:</p> <ul style="list-style-type: none"> Look at the hole Decide on a strategy Talk myself into it Put the ball in the hole Go through the motions 'GLOVE' the ball

APPENDIX 29

STUDY 3: PHASE III MAIN BOOKLET

RESILIENCY IN SPORT & EX CONSULTANCY GROUP

UNIVERSITY OF WALES INSTITUTE,

LLWYD

ATHROFA PRIFYSGOL CYMRU, CA

BOOKLET THREE

techniques you learnt when completing booklets DURING PERFORMANCE

In order for us to monitor how well this process has been adopted, you will still be required to use the booklet

Again, this booklet must be completed AF practise or performance

However, the use of a 'CUE CARD' within performance will act as the basis for what you describe in the booklet

Before we provide the guidelines on how to use the 'CUE CARD' and booklet, please respond to the questions below:

Name: _____

DOB: _____

Sex: _____

Contact Tel (Mob): _____

Contact Email: _____

Handicap: _____

After the performance, you will use the CUE CARD mini note book to help you complete this book.

Specifically, the mini note book will help you when you used the CUE CARD during performance.

You will use two pages for EACH time the CUE CARD is used.

If you used the CUE CARD on many occasions, you may include them all.

Pages 3 and 4 provide a guide for using the CUE CARD and booklet.

Pages 5 and 6 provides an example of the CUE CARD complete for each significant experience.

Page 7 and 8 provide examples of completed CUE CARDS.

If you still require help with the booklet or need a new booklet, then please do not hesitate to contact me.

Richard Neil

Tel (mob): 07790862269

Email:

r.neil@s...

- The CUE CARD provided adopts the ARC will help you remember to:
 - Address and Understand the situation
 - Rationalize what you are experiencing
 - Change the way you are thinking to focus
- Only use the MINI NOTE BOOK to help when you have used the CUE CARD
- After performance, complete the booklet the
- The guidelines for completing the booklet the previous two
- On the first page, highlight what you BEFORE you used the CUE CARD to thoughts.
- 1) (a) Enter the date
- (b) Was a practise or competitive round
- (c) On what Hole did the significant made you decide to use the CUE CARD
- (d) What was your score before this hole you

the weather

- 4) Describe what you were thinking due describe in part 3
- 5) (a) Identify the emotion(s) you felt because described in parts 2 & 3
(b) Rate whether these emotions you felt bad
- 6) In relation to your upcoming stroke, describe were thinking when you felt these emotion
- 7) Describe why this, or these, emotion(s) were bad for your performance

- On the Second Page, identify what you saw throughout the ARC process to change you (complete the THOUGHT ADJUSTMENT SHEET)
- Also on this page, indicate how believable your self-statements were and why
- Finally, indicate how effective the self-statements assisting your performance

3 WHAT WAS AFFECTING YOU PRIOR TO YOUR SHOT?

4 WHAT WERE YOU THINKING [BEFORE YOU USED THE CUE CARD

5 WHAT WERE YOU FEELING AS A CONSEQUENCE? AND WERE T
(POSITIVE) OR BAD (NEGATIVE) FOR YOUR PERFORMANCE?

	Not at all	A little	Moder- ately	Quite a bit	Extre- mely	Very Negative			Unimp
Anxious	0	1	2	3	4	-3	-2	-1	0
Nervous	0	1	2	3	4	-3	-2	-1	0
Angry	0	1	2	3	4	-3	-2	-1	0
Frustrated	0	1	2	3	4	-3	-2	-1	0
Disappointed	0	1	2	3	4	-3	-2	-1	0

6 IN RELATION TO YOUR PERFORMANCE, WHAT WERE YOU THIN
THIS EMOTION / THESE EMOTIONS? [BEFORE YOU USED THE CU

7 WHY WAS THIS, [WERE THESE], EMOTION(S) CONSIDERED GO
PERFORMANCE? (HOW DID THEY AFFECT YOUR ACTUAL PERFEC

<p>Step 1: ACKNOWLEDGE</p>	<p>Step 2: RATIONALIZE</p>	
<p><u>ACKNOWLEDGE</u></p> <p>What was I thinking</p> <p>What was I feeling?</p> <p>What was I thinking because of these feelings?</p> <p><u>UNDERSTAND</u></p> <p>Why were you thinking that these emotions and thoughts were negative?</p>	<p><u>RATIONALIZE</u></p> <p>1) Put the emotions into perspective: Make a statement about why you're bound to be feeling these emotions.</p> <p>2) Change your negative thoughts into something positive – focus on something you've done previously</p> <p>3) Make a statement 'to act – fuel'</p>	<p><u>CHANGE</u></p> <p>Identify a good per that you</p>

WHAT WAS AFFECTING YOU PRIOR TO YOUR SHOT?

I HAD A BOGEY ON THE PREVIOUS HOLE DUE TO A TRIPLE PUTT

WHAT WERE YOU THINKING [BEFORE YOU USED THE CUE CARD]

WHY THE HELL DIDN'T I AT LEAST DOUBLE PUTT THE LAST HOLE
SECOND PUTT, AM I GOING TO DO THE SAME AGAIN

WHAT WERE YOU FEELING AS A CONSEQUENCE? AND WERE THEY GOOD (POSITIVE) OR BAD (NEGATIVE) FOR YOUR PERFORMANCE?

	Not at all	A little	Moder- ately	Quite a bit	Extre- mely	Very Negative		Unim-
Anxious	0	1	2	3	4	-3	-2	-1
Nervous	0	1	2	3	4	-3	-2	-1
Angry	0	1	2	3	4	-3	-2	-1
Frustrated	0	1	2	3	4	-3	-2	-1
Disappointed	0	1	2	3	4	-3	-2	-1

IN RELATION TO YOUR PERFORMANCE, WHAT WERE YOU THINKING ABOUT
THIS EMOTION / THESE EMOTIONS [BEFORE YOU USED THE CUE CARD]

WHAT AM I GOING TO DO, WILL I BE ABLE TO PAR THIS HOLE

WHY WAS THIS, [WERE THESE], EMOTION(S) CONSIDERED GOOD FOR YOUR
PERFORMANCE? (HOW DID THEY AFFECT YOUR ACTUAL PERFORMANCE?)

THEY WERE BAD BECAUSE I WAS ON EDGE AND NOT FOCUSED ON MY
PERFORMANCE

Step 1: ACKNOWLEDGE	Step 2: RATIONALIZE	
<p><u>ACKNOWLEDGE</u></p> <p>What was I thinking The double bogey on the previous hole through missing</p> <p>What was I feeling? Anxious and Angry at myself</p> <p>What was I thinking because of these feelings? What am I going to do, will I be able to par this hole?</p> <p><u>UNDERSTAND</u></p> <p>Why were you thinking that these emotions and thoughts were negative? Because I was on edge and not able to focus properly</p>	<p><u>RATIONALIZE</u></p> <p>1) Put the emotions into perspective: Make a statement about why you're bound to be feeling these emotions. I need this anxiety and anger because the performance / this competition means a lot to me</p> <p>2) Change your negative thoughts into something positive – focus on something you've done previously I've had double bogey's before and have still performed well afterwards</p> <p>3) Make a statement 'to act – fuel' I am going to use my emotions as my FUEL to act</p>	<p><u>CHANGE</u></p> <p>Identify a that you v good perf I know I c must: <ul style="list-style-type: none"> Look at Decide Talk my Put the Go thro 'GLOVI </p>
How believable are the self-statements that you have made?	Non Believable	Moderately Be
	0	1 2

3 WHAT WAS AFFECTING YOU PRIOR TO YOUR SHOT?

4 WHAT WERE YOU THINKING [BEFORE YOU USED THE CUE CARD]?

5 WHAT WERE YOU FEELING AS A CONSEQUENCE? AND WERE THESE (POSITIVE) OR BAD (NEGATIVE) FOR YOUR PERFORMANCE?

	Not at all	A little	Moder- ately	Quite a bit	Extre- mely	Very Negative			Unimportant	
Anxious	0	1	2	3	4	-3	-2	-1	0	
Nervous	0	1	2	3	4	-3	-2	-1	0	
Angry	0	1	2	3	4	-3	-2	-1	0	
Frustrated	0	1	2	3	4	-3	-2	-1	0	
Disappointed	0	1	2	3	4	-3	-2	-1	0	

6 IN RELATION TO YOUR PERFORMANCE, WHAT WERE YOU THINKING THIS EMOTION / THESE EMOTIONS [BEFORE YOU USED THE CUE CARD]?

7 WHY WAS THIS, [WERE THESE], EMOTION(S) CONSIDERED GOOD OR BAD FOR YOUR PERFORMANCE? (HOW DID THEY AFFECT YOUR ACTUAL PERFORMANCE?)

Step 1: ACKNOWLEDGE	Step 2: RATIONALIZE	
<p><u>ACKNOWLEDGE</u></p> <p>What was I thinking</p> <p>What was I feeling?</p> <p>What was I thinking because of these feelings?</p> <p><u>UNDERSTAND</u></p> <p>Why were you thinking that these emotions and thoughts were negative?</p>	<p><u>RATIONALIZE</u></p> <p>1) Put the emotions into perspective: Make a statement about why you're bound to be feeling these emotions.</p> <p>2) Change your negative thoughts into something positive – focus on something you've done previously</p> <p>3) Make a statement 'to act – fuel'</p>	<p><u>CHANGE</u></p> <p>Identify a that you good per</p>
<p>How believable are the self-statements that you have made?</p>	<p>Non Believable</p>	<p>Moderately Believable</p>
<p>Why is this:</p>		

APPENDIX 30

STUDY 3: PHASE I COMPETITION EXPER SCORING SHEET

Anxious:	Intensity:_____	Direction:_____
Nervous:	Intensity:_____	Direction:_____
Angry:	Intensity:_____	Direction:_____
Frustrated:	Intensity:_____	Direction:_____
Disaapointed:	Intensity:_____	Direction:_____

Further Appraisal:_____

Why:_____

Exp. Number:_____ Date:_____ Practise (1) / Competition

Hole No.:_____ Score before:_____ Hole Score:_____

Stressor: _____

Thought: _____

Anger: Intensity:_____ Direction:_____

Dejection: Intensity:_____ Direction:_____

Excitement: Intensity:_____ Direction:_____

Anxiety: Intensity:_____ Direction:_____

Happiness: Intensity:_____ Direction:_____

Further Appraisal:_____

Why:_____

APPENDIX 31

STUDY 3: PHASE I AND II PERFORMANCE SHEETS

6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
Total						

Eagles		Birdies		Pars		Bogeys	
--------	--	---------	--	------	--	--------	--

Aspect of Game	Score
Driving	
Long Irons	
Short Irons	
Pitching	

Aspect of Game
Chipping
Bunker Play
Putting
Course Management

Comments:

APPENDIX 32

STUDY 3: PHASE I COMPETITION EXPERIMENT MONITORING SHEET

1

[illegible][illegible]

APPENDIX 33

STUDY 3: PHASE I AND II PERFORMANCE MONITORING SHEET

PERFORMER:

[illegible]

APPENDIX 34

STUDY 3: PHASE II COMPETITION EXPER SCORING SHEET

Anxious:	Intensity:_____	Direction:_____
Nervous:	Intensity:_____	Direction:_____
Angry:	Intensity:_____	Direction:_____
Frustrated:	Intensity:_____	Direction:_____
Disappointed:	Intensity:_____	Direction:_____

Further Appraisal: _____

Why: _____

Rationalized statement (1): _____

Rationalized Statement (2): _____

Change of focus: _____

Believability: _____

Why: _____

APPENDIX 35

STUDY 3: PHASE II COMPETITION EXP MONITORING SHEET

[illegible]

Phase : Practice/Performance : Experience

[illegible]

APPENDIX 36

STUDY 3: PHASE III CUE CARD

CHANGE

APPENDIX 37

STUDY 3: PHASE III COMPETITION EXPERIMENT SCORING SHEET

Nervous:	Intensity: _____	Direction: _____
Angry:	Intensity: _____	Direction: _____
Frustrated:	Intensity: _____	Direction: _____
Disappointed:	Intensity: _____	Direction: _____

Further Appraisal: _____

Why: _____

Rationalized statement (1): _____

Rationalized Statement (2): _____

Change of focus: _____

Believability: _____

Why: _____

Effectiveness – Change of Focus: _____

Effectiveness – Performance: _____

Why: _____

APPENDIX 38

STUDY 3: PHASE III PERFORMANCE SC SHEET

6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
Total					

Eagles		Birdies		Pars		Bogeys	
---------------	--	----------------	--	-------------	--	---------------	--

Aspect of Game	Score
Driving	
Long Irons	
Short Irons	
Pitching	

Aspect of Game
Chipping
Bunker Play
Putting
Course Management

'ARC' Technique Helped: _____

How: _____

Comments: _____

APPENDIX 39

STUDY 3: PHASE III COMPETITION EXPERIMENT MONITORING SHEET

Phase : Practice/Performance : Experience

[illegible]

APPENDIX 40

STUDY 3: PHASE III PERFORMANCE MONITORING SHEET

PERFORMER:

ROUND NO.

[illegible]

APPENDIX 41

STUDY 3: SOCIAL VALIDATION INTERVIEW

SOCIAL VALIDATION INTERVIEW GUIDE

Richard Neil

**Department of Sport Science, University of Wales, Swansea, Vivian Tower,
Singleton Park, Swansea. SA2 8PP**

PARTICIPANTS DETAILS

Participant number:

Initials:

Age:

Current Handicap:

Address:

Telephone number(s):

Years participating in sport:

Current performance level:

Highest performance level:

Date of highest performance level:

Major achievements:

Interview date:

Time begun:

Time ended:

Duration of interview:

SECTION ONE: INTRODUCTION

Thank you first for agreeing to take part in this study and for now agreeing to participate in this interview. As emphasised at the beginning of this project, the information from this study will be used in two ways. Firstly, the findings from the procedures that you have conducted over the past 6 months and these interviews will be used for my own Ph.D. research thesis. Secondly, the results will be published in a scientific journal so that other sport scientists, coaches and performers can benefit from them.

I would like to emphasise that your personal information, including the comments given in this interview, will remain *completely confidential*. When presenting the results, I may want to use selected quotes from the interviews in order to illustrate important points. However, these quotes will be strictly anonymous, ensuring that your identity is protected. I will be using a tape recorder in order to ensure the interview process moves more efficiently and to allow for the collection of complete and accurate information. The tape recorder is also necessary so that I will be able to make a typed transcript for later scrutiny or clarification.

As a participant in this study you have several rights. Your participation in this study is entirely voluntary, and you are free to decline to answer any questions or stop the interview at any point. There are no right or wrong answers to the questions that I will be asking. I want to learn and benefit from your experience as a participant in this study so that I can assess the impact of the techniques you have used and evaluate my own support role. I hope, therefore, that you will answer the questions in an honest and straightforward manner. If there are any questions you do not feel comfortable answering I would prefer you to decline to comment rather than tell me what you think others or I want to hear. So if you choose not to answer a question, simply state 'no comment', and no further questions related to that topic will be asked. If you have any questions as we go along, then please ask them, as is the case for clarification, if at any time you do not understand what I am asking.

There are two things I need you to keep in mind throughout the interview. Firstly, I will be asking you about your experiences throughout this study. Since you may have to think back in time, you might not be able to immediately remember some things. Take your time as you try to recall the past, pauses are fine. If you still cannot remember after trying to think back, then just let me know, but please do not guess. Secondly, keep in mind that I am interested only in your experiences during the time span of this study. So in your answers you can draw upon any competitive performance, as long as the experiences are relative to that time period.

The interview contains several sections and at the end of each section there will be an opportunity for you to add anything that you felt was important and not covered in the questions asked.

Do you have any questions now about what I have talked about so far? Okay then, let's get started.

SECTION TWO: INTRODUCTION QUESTIONS

- 2.1 Do you have any comments regarding what was expected of you in the study?
- Probe: Why was this?
- Probe: What advice do you have to improve understanding for future clients?
- 2.2 Did you stick rigidly to the order of the practices and recommendations in the study?
- Probe: What comments do you have regarding the 'ease of use' these techniques?
- Probe: Why did you deviate from the specified order of practises?
- Probe: Why did you deviate from the specified recommendations?
- Probe: What advice would you give to improve the order / recommendations?

SECTION THREE: EFFECTIVENESS OF ARC TECHNIQUES

- 3.1 What are your thoughts regarding the believability of self-statements?
- Probe: What influence do you think the use of your own words / vocabulary had on the believability of the statements?
- 3.2 How effective was the ARC technique in changing your thoughts?
- Probe: Why was this technique effective?
- Probe: How did it help to change your thoughts?
- 3.3 Tell me about the effectiveness of the ARC technique in changing your thoughts to motivate you and focus on the task in hand?
- Probe: Why do you think the statements were effective?
- Probe: How did the ARC techniques help to change your thoughts to assist your motivation / task focus?
- 3.4 Let's talk about the effectiveness of the ARC technique in assisting your performance? What influence did this technique have on your performance?
- Probe: Why do you think these statements were effective?
- Probe: How did the ARC techniques affect your performance?
- 3.5 Do you perceive that there have been any performance changes throughout this study?
- Probe: If YES to 3.5, do you consider any of the performance changes to be significant?
- Probe: If YES to 3.5, could you tell me about these performance changes?
- Probe: If YES to 3.5, what aspects of your performance did they change?
- Probe: If YES to 3.5, do you believe these changes to be influenced by the techniques you have learnt during this procedure?
- Probe: If YES to above, how did these techniques influence this specific aspect of your performance? Why do you think this is?

SECTION FOUR: TRANSACTIONAL PERSPECTIVE

- 4.1 We've just discussed how the techniques have worked for you... I'd like for you to know think of a recent time when you've used this technique. What were you feeling prior to the use of this technique?
- 4.2 What caused you to feel this way?
- 4.3 What were you thinking because of this demand / these demands?
- 4.4 Ok, we've established that you felt _____, did the technique help you view this (these) emotions as beneficial towards your performance?
- 4.5 If yes, why do you think this?
- 4.6 If yes, how were they beneficial?
- 4.7 How did you behave / perform?

SECTION FIVE: PROCEDURAL CONSIDERATIONS

Within this section I am interested in your thoughts regarding the procedure you have just completed

5.1 What are your thoughts regarding the 3 Phase procedure?

Probe: Do you have any comments regarding each specific phase?

5.2 Can you tell me about your commitment to the practises / techniques?

Probe: What effected this commitment?

5.3 Tell me about your commitment to the entire programme?

Probe: What effected this commitment?

5.4 Tell me about your thoughts regarding the way you have been treated throughout this procedure?

5.5 Has the procedure proved useful to you (i.e., the content of the information that has been provided)?

Probe: If YES to 5.5, how has the procedure proved useful to you?

5.6 How do you feel you have benefited from this programme?

5.7 Would you recommend the program to other performers?

Probe: If Yes, why?

5.8 Do you have any further comments regarding the way you have been treated or the content of the information provided?

SECTION SIX: PURPOSE OF THE STUDY

6.1 First of all, what did you think the purpose of the study was?

The actual purpose of this study was to alter the way that you thought about the negative emotions you experience during performance. More specifically, to use these emotions as cues for instigating motivation and a positive 'task focus' strategy.

6.2 Do you think that the techniques you learnt helped you to interpret the negative emotions you experienced as beneficial to performance?

Probe: If YES, how do you think they altered this interpretation?

6.3 Due to the techniques you learnt, can you tell me about any changes that may have occurred in the way you experience these emotions?

Probe: How has the intensity (i.e., level) of these emotions differed?

Probe: Why are they now different?

Probe: What has caused them to change?

SECTION SEVEN: CONCLUDING QUESTIONS

7.1 Do you think you will continue to practise any of the skills that you have learnt?

Probe: If YES, why will you continue to use them?

FOLLOW UP INTERVIEW (POST 3 MONTHS)

1) Are you still using the 'ARC' technique?

YES [] NO []

2) If YES, why are you still using the technique?

3) Do you still find the techniques useful?

4) If YES, why is the technique useful for you?

Probe: For changing thoughts about emotions – why / how

Probe: For assisting performance – why / how

QUESTIONNAIRE: EVALUATION OF SPORT PSYCHOLOGY SERVICE

(To be completed by performer away from sport psychologist)

Please respond to all questions by using the scoring system below:

No		Somewhat		Yes
1	2	3	4	5

Regarding the Sport Psychologist, did he:

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1) | Have useful knowledge about mental preparation strategies? | 1 | 2 | 3 | 4 | 5 |
| 2) | Seem willing to provide an individual program based on the golfers input? | 1 | 2 | 3 | 4 | 5 |
| 3) | Seem easy for the golfer to relate to? | 1 | 2 | 3 | 4 | 5 |
| 4) | Provide clear and practical methods to assist the golfer? | 1 | 2 | 3 | 4 | 5 |
| 5) | Treat you fairly? | 1 | 2 | 3 | 4 | 5 |
| 6) | Prove trustworthy and treat golfer's concerns confidentially? | 1 | 2 | 3 | 4 | 5 |
| 7) | Seem open, flexible, and willing to cooperate with you? | 1 | 2 | 3 | 4 | 5 |
| 8) | Have a positive and constructive attitude? | 1 | 2 | 3 | 4 | 5 |

APPENDIX 42

STUDY 3: PROCEDURAL RELIABILITY CHECKLIST

PROCEDURAL RELIABILITY CHECKLIST

Using the Likert scale provided below, please could you enter agreement scores for the following statements. If you were not present, please include an 'NA' for 'not applicable'.

Don't agree

Somewhat Agree

Definitely Agree

0

1

2

3

4

		S1	S2
1.	Was the delivery of the introduction session consistent for each performer?		
2.	Was the explanation and guidelines given for completion of Booklet One similar for each performer?		
3.	Was there consistency in the directional scores of the selected emotions <u>and</u> the direction of the actual appraisal before the intervention began for each performer?		
4.	Were scoring and monitoring sheets used to assess each performer throughout the pre-intervention phase?		
5.	In Phase 1 of the intervention, were the same techniques taught to each performer?		
6.	In Phase 1 of the intervention, did each performer receive the same booklets?		
7.	Was the explanation and guidelines given for completion of Booklet Two similar for each performer?		
8.	In Phase 1 of the intervention, were scoring and monitoring sheets used to assess each performer?		
9.	At the end of Phase 1, did each performer have a similar profile prior to moving onto Phase 2?		
10.	At the end of Phase 1, did the performer agree to move onto phase 2?		
11.	In Phase 2 of the intervention, did each performer receive similar guidelines and explanations for using the 'cue cards' and completing Booklet Three?		
12.	In Phase 2 of the intervention, were scoring and monitoring sheets used to assess each performer?		
13.	Did each performer participate in a Social Validation Interview?		
14.	Was a follow up assessment conducted for each performer?		
15.	Was the follow up conducted at a similar time post completion of the intervention for each performer?		

Note: S1 = Supervisor 1; S2 = Supervisor 2

APPENDIX 43

STUDY 3: PROCEDURAL RELIABILITY CHECKLIST - COMPLETED

PROCEDURAL RELIABILITY CHECKLIST

Using the Likert scale provided below, please could you enter agreement scores for the following statements. If you were not present, please include an 'NA' for 'not applicable'.

Don't agree

Somewhat Agree

Definitely Agree

0

1

2

3

4

		S1	S2
1.	Was the delivery of the introduction session consistent for each performer?	3	4
2.	Was the explanation and guidelines given for completion of Booklet One similar for each performer?	4	4
3.	Was there consistency in the directional scores of the selected emotions <u>and</u> the direction of the actual appraisal before the intervention began for each performer?	3	3
4.	Were scoring and monitoring sheets used to assess each performer throughout the pre-intervention phase?	4	4
5.	In Phase 1 of the intervention, were the same techniques taught to each performer?	4	4
6.	In Phase 1 of the intervention, did each performer receive the same booklets?	4	4
7.	Was the explanation and guidelines given for completion of Booklet Two similar for each performer?	4	4
8.	In Phase 1 of the intervention, were scoring and monitoring sheets used to assess each performer?	4	4
9.	At the end of Phase 1, did each performer have a similar profile prior to moving onto Phase 2?	3	3
10.	At the end of Phase 1, did the performer agree to move onto phase 2?	4	4
11.	In Phase 2 of the intervention, did each performer receive similar guidelines and explanations for using the 'cue cards' and completing Booklet Three?	4	3
12.	In Phase 2 of the intervention, were scoring and monitoring sheets used to assess each performer?	4	4
13.	Did each performer participate in a Social Validation Interview?	4	4
14.	Was a follow up assessment conducted for each performer?	4	4
15.	Was the follow up conducted at a similar time post completion of the intervention for each performer?	4	4

Note: S1 = Supervisor 1; S2 = Supervisor 2

APPENDIX 44

STUDY 3: SUBJECTIVE AND OBJECTIVE PERFORMANCE PROFILE – PERFORMER A

		Phase I							Phase II					Phase III					Post		
Round No.	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	1	2	3		
Date	05/4/06	06/4/06	09/4/06	15/4/06	16/4/06	17/4/06	23/4/06	09/5/06	31/5/06	01/6/06	14/6/06	02/7/06	04/7/06	05/7/06	08/7/06	14/7/06	21/10/06	27/10/06	28/10/06		
Course	GA	GA	LA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA		
Course Par	70.00	70.00	72.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00		
Actual Score	72.00	68.00	77.00	69.00	68.00	66.00	80.00	62.00	78.00	74.00	70.00	72.00	67.00	67.00	72.00	71.00	73.00	70.00	66.00		
Handicap	4 (4.1)	4 (4.0)	4 (3.9)	4 (4.0)	4 (3.8)	4 (3.6)	4 (3.3)	3 (3.4)	3 (3.2)	3 (3.3)	3 (3.3)	3 (3.2)	3 (3.2)	3 (3.2)	3 (3.1)	3 (3.1)	3 (3.1)	3 (3.1)	3 (3.1)		
Gross Score	68.00	64.00	73.00	65.00	64.00	62.00	76.00	59.00	75.00	71.00	67.00	69.00	64.00	67.00	69.00	68.00	70.00	67.00	63.00		
GPI	-2	-6	+3	-5	-6	-8	+6	-11	+5	+1	-3	-1	-6	-3	-1	-2	0	-3	-7		
FYD %	77.78	71.43	28.57	64.29	78.57	85.71	42.86	55.56	14.29	71.43	42.86	42.86	85.71	100.00	85.71	92.86	85.71	57.14	100.00		
GIR %	54.54	77.78	33.33	66.67	83.33	55.56	55.56	100.00	33.33	55.56	66.67	77.78	83.33	77.78	83.33	83.33	83.33	55.56	88.89		
M Putts per hole	1.73	1.67	1.56	1.61	1.72	1.56	1.83	1.56	1.56	1.56	1.67	1.77	1.67	1.83	1.83	1.83	1.89	1.56	1.67		
% No. Eagles	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
% No. Birdies	11.11	22.22	0.00	22.22	27.78	33.33	22.22	55.56	11.11	0.00	33.33	22.22	22.22	11.11	11.11	5.56	11.11	22.22	33.33		
% No. of Pars	77.78	66.67	72.22	55.56	55.56	55.56	27.78	33.33	33.33	77.78	33.33	55.56	72.22	77.78	72.22	83.33	66.67	55.56	55.56		
% No. of Bogeys																					
% No. of DB +	11.11	0.00	11.11	0.00	0.00	0.00	16.67	0.00	0.00	0.00	0.00	11.11	6.00	0.00	5.56	0.00	5.56	0.00	0.00		
Driving	3	3	2	3	4	4	1	5	2	3	4	2	4	5	4	5	4	4	4		
Long Irons	3	4	3	4	4	3	2	5	3	3	3	3	4	4	5	4	4	4	3		
Short Irons	3	4	4	3	3	3	2	5	3	3	4	3	4	4	4	5	5	3	4		
Pitching	4	3	4	4	4	4	3	4	3	4	2	3	4	4	4	4	4	4	5		
Chipping	3	5	5	4	4	3	4	3	3	4	2	2	4	4	4	4	4	4	2		
Bunker Play	4	3	3	\	3	\	\	\	\	\	\	\	\	\	\	\	4	\	4		
Course Management	2	2	2	3	4	4	3	4	2	2	3	4	4	4	4	3	4	4	4		
Putting	5	4	3	4	4	4	4	4	4	5	4	4	4	4	4	5	5	5	5		
Mean	3.38	3.50	3.25	3.57	3.75	3.57	2.71	4.29	2.86	3.43	3.14	3.00	4.00	4.14	4.14	4.29	4.25	4.00	3.88		

APPENDIX 45

STUDY 3: SUBJECTIVE AND OBJECTIVE PERFORMANCE PROFILE – PERFORMER B

	Phase I										Phase II					Phase III					Post		
	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3
Round No.	16/4/06	18/4/06	20/4/06	30/4/06	01/5/06	04/5/06	09/6/06	15/6/06	16/7/06	31/8/06	07/9/06	12/9/06	14/9/06	16/9/06	18/9/06	14/1/07	20/1/07	21/1/07					
Date																							
Course	GA	MA	GA	MA	MA	GA	GA	GA	GA	MA	MA	MA	MA	MA	MA	MA	MA	MA	MA	MA	MA	MA	MA
Course Par	70.00	72.00	70.00	72.00	72.00	70.00	70.00	70.00	70.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00
Actual Score	62.00	90.00	74.00	78.00	90.00	70.00	68.00	71.00	70.00	76.00	76.00	76.00	72.00	72.00	75.00	73.00	70.00	70.00	72.00	70.00	70.00	72.00	72.00
Handicap	4 (3.8)	4 (3.6)	4 (3.8)	4 (3.8)	4 (3.8)	4 (4.0)	4 (3.9)	4 (3.9)	4 (3.8)	4 (3.8)	4 (3.8)	4 (3.8)	4 (3.8)	4 (3.7)	4 (3.6)	4 (3.6)	4 (3.6)	4 (3.6)	4 (3.6)	4 (3.6)	4 (3.6)	4 (3.6)	4 (3.6)
Gross Score	58.00	86.00	70.00	74.00	86.00	66.00	60.00	76.00	66.00	72.00	72.00	60.00	38.00	66.00	71.00	69.00	66.00	66.00	66.00	66.00	66.00	66.00	68.00
GPI	-12	+14	0	+2	+14	-4	-6	-3	-4	0	0	-12	-4	-6	-1	-3	-6	-4	-6	-4	-6	-4	-4
FYD %	71.42	44.44	44.44	42.86	64.29	57.14	71.43	78.57	71.43	100.00	100.00	71.43	71.43	85.71	85.71	64.29	44.44	85.71	85.71	85.71	44.44	85.71	85.71
GIR %	77.78	66.67	66.67	16.67	28.57	55.56	55.56	50.00	55.56	66.67	55.56	88.89	66.67	83.33	72.22	83.33	88.89	77.77	83.33	72.22	88.89	77.77	77.77
M Putts per hole	1.33	1.78	1.89	1.33	1.89	1.56	1.33	1.50	1.56	1.89	1.89	1.44	1.78	1.72	1.89	1.89	1.67	1.78	1.72	1.89	1.89	1.67	1.78
% No. Eagles	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% No. Birdies	44.44	22.22	11.11	5.56	5.56	11.11	33.33	22.22	0.00	11.11	0.00	33.33	22.22	16.67	11.11	5.56	33.33	11.11	16.67	11.11	5.56	33.33	11.11
% No. of Pars	55.56	44.44	55.56	66.67	27.78	77.78	55.56	55.56	100.00	55.56	66.67	66.67	55.56	77.77	61.11	83.33	66.66	77.77	77.77	61.11	83.33	66.66	77.77
% No. of Bogeys																							
% No. of DB +	0.00	11.11	33.33	5.56	50.00	11.11	0.00	16.67	0.00	33.33	33.33	0.00	22.22	5.56	27.78	11.11	0.00	22.22	5.56	27.78	11.11	0.00	11.11
Driving	4	3	3	2	2	3	4	3	3	2	3	4	4	5	5	4	3	4	5	5	4	3	4
Long Irons	2	3	4	3	2	4	3	3	3	3	2	3	3	4	4	4	4	4	4	4	4	4	4
Short Irons	3	3	4	2	3	4	3	3	3	3	2	4	4	4	3	4	4	4	4	3	4	4	4
Pitching	3	3	3	3	4	4	3	4	4	3	3	3	3	4	4	4	4	3	4	4	4	4	3
Chipping	4	4	4	4	3	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	3
Bunker Play	4	4	4	5	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Course Management	5	4	3	5	3	3	3	3	3	3	3	4	3	5	3	3	4	3	5	3	4	4	4
Putting	3	2	3	3	2	3	3	3	3	3	3	4	3	5	5	5	5	5	5	5	5	5	5
Mean	3.50	3.25	3.50	3.38	2.88	3.63	3.29	3.29	3.29	2.86	2.71	3.71	3.50	4.43	4.00	4.00	4.00	4.00	4.43	4.00	4.00	4.00	3.86

APPENDIX 46

STUDY 3: SUBJECTIVE AND OBJECTIVE PERFORMANCE PROFILE – PERFORMER C

Round No.	Phase I										Phase II				Phase III				Post			
	1	2	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Date	06/4/06	09/4/06	10/4/06	16/4/06	24/4/06	07/5/06	14/5/06	04/6/06	16/7/06	20/8/06	04/9/06	07/9/06	09/9/06	13/9/06	12/1/07	10/2/07	11/2/07					
Course	PN	LA	LA	PARK	GA	GA	GA	GA	GA	MA	MA	MA	MA	MA	MA	MA	MA	MA	MA	MA	MA	MA
Course Par	71.00	71.00	71.00	70.00	70.00	70.00	70.00	70.00	70.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00
Actual Score	79.00	75.00	76.00	75.00	72.00	70.00	68.00	70.00	70.00	74.00	74.00	72.00	71.00	72.00	73.00	74.00	72.00	72.00	74.00	74.00	72.00	78.00
Handicap	4 (4.4)	4 (4.4)	4 (4.4)	4 (4.4)	4 (4.4)	4 (4.4)	4 (4.3)	4 (4.3)	4 (4.2)	4 (4.2)	4 (4.1)	4 (4.1)	4 (4.1)	4 (3.9)	4 (3.8)	4 (3.8)	4 (3.8)	4 (3.8)	4 (3.8)	4 (3.8)	4 (3.8)	4 (3.8)
Gross Score	75.00	71.00	72.00	71.00	68.00	66.00	64.00	66.00	66.00	70.00	70.00	68.00	67.00	68.00	69.00	70.00	68.00	68.00	70.00	70.00	68.00	74.00
GPI	+4	0	+1	+1	-2	-4	-6	-4	-4	-2	-2	-4	-5	-4	-3	-2	-4	-4	-2	-4	-4	+2
FYD %	35.71	21.43	42.86	21.43	28.57	50.00	64.29	57.14	57.14	85.71	85.71	85.71	71.42	64.29	78.57	85.71	85.71	64.29	78.57	85.71	85.71	50.00
GIR %	55.56	55.56	33.33	88.89	44.44	78.57	77.78	77.78	72.22	66.67	88.89	83.33	77.78	72.22	77.78	88.89	88.89	72.22	77.78	88.89	88.89	55.56
M Puts per hole	2.06	1.67	1.50	2.06	1.67	1.67	1.67	1.67	1.61	1.78	2.00	1.83	1.72	1.72	1.83	2.00	1.89	1.72	1.83	2.00	1.89	1.78
% No. Eagles	0.00	0.00	0.00	0.00	0.00	0.00	5.56	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% No. Birdies	5.56	11.11	5.56	5.56	11.11	22.22	22.22	11.11	27.78	22.22	0.00	11.11	22.22	16.67	11.11	0.00	0.00	16.67	11.11	0.00	0.00	5.56
% No. of Pars	50.00	55.56	38.89	72.22	66.67	55.56	50.00	77.78	50.00	55.56	88.89	77.77	61.11	66.67	72.22	88.89	100.00	66.67	72.22	88.89	100.00	66.67
% No. of Bogeys	33.33	16.67	38.89	11.11	22.22	22.22	22.22	11.11	16.67	11.11	11.11	11.11	16.67	16.67	16.67	11.11	0.00	16.67	16.67	11.11	0.00	16.67
% No. of DB +	11.11	11.11	0.00	11.11	0.00	0.00	0.00	0.00	5.56	11.11	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11.11
Driving	4	4	3	2	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	3
Long Irons	4	4	3	2	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4
Short Irons	3	4	3	3	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	5	4
Pitching	3	3	4	3	4	4	5	4	4	4	4	4	4	5	4	4	5	4	4	4	5	3
Chipping	3	3	4	3	4	4	5	4	4	4	4	4	5	4	4	4	5	4	4	4	5	4
Bunker Play	3	3	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	3
Course																						
Management	1	4	2	1	4	4	4	4	5	5	4	5	5	5	5	4	5	5	5	4	5	4
Putting	3	4	3	4	4	4	4	4	4	5	4	4	5	5	5	4	5	5	5	4	5	3
Mean	3.00	3.63	3.25	2.75	4.00	4.14	4.50	4.00	4.13	4.29	4.00	4.38	4.43	4.38	4.29	4.00	4.75	4.38	4.29	4.00	4.75	3.50

APPENDIX 47

STUDY 3: SUBJECTIVE AND OBJECTIVE PERFORMANCE PROFILE – PERFORMER D

		Phase I							Phase II							Phase III					Post			
Round No.	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	1	2	3	4	5	1	2	3
Date	24/5/06	29/6/06	31/6/06	09/7/06	10/7/06	11/7/06	12/7/06	26/7/06	29/7/06	16/8/06	17/8/06	17/8/06	20/8/06	28/8/06	27/9/06	28/9/06	09/10/06	10/10/06	12/10/06	14/10/06	16/10/06	15/1/07	20/1/07	21/1/07
Course	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA	GA
Course Par	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00
Actual Score	80.00	82.00	80.00	76.00	68.00	92.00	82.00	72.00	86.00	82.00	74.00	64.00	82.00	66.00	79.00	80.00	73.00	75.00	77.00	78.00	76.00	75.00	78.00	79.00
Handicap	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	11	11	11	11	
Gross Score	(12.4)	(12.4)	(12.4)	(12.3)	(12.2)	(12.2)	(12.4)	(12.4)	(12.2)	(12.3)	(12.3)	(12.2)	(12)	(12)	(11.8)	(11.7)	(11.7)	(11.6)	(11.5)	(11.4)	(11.3)	(11.4)	(11.4)	
Gross Score	68.00	70.00	68.00	64.00	66.00	80.00	70.00	60.00	74.00	70.00	62.00	52.00	70.00	54.00	67.00	68.00	61.00	63.00	65.00	67.00	65.00	64.00	67.00	
GPI	-2	0	-2	-6	-4	+10	0	-10	+4	0	-8	-18	0	-16	-3	-2	-9	-7	-5	-3	-5	-6	-3	
FYD %	42.86			85.71	57.14	14.29	57.14	100.00	85.71	85.71	100.00	100.00	57.14	100.00	50.00	66.67	85.71	64.29	71.43	64.29	78.57	64.29	64.29	
GIR %	44.44			44.44	55.57	33.33	55.56	77.78	55.56	50.00	66.67	66.67	44.44	100.00	55.56	55.56	77.78	66.67	61.11	50.00	61.11	55.56	61.11	
M Putts per hole	2.00			1.78	1.89	2.11	2.11	1.89	0.00	1.94	1.89	1.44	2.00	1.67	1.94	2.11	1.94	1.94	1.89	1.83	1.83	1.72	1.94	
% No. Eagles	0.00			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
% No. Birdies	0.00			11.11	0.00	0.00	0.00	11.11	0.00	5.56	11.11	44.44	0.00	22.22	0.00	0.00	11.11	5.56	5.56	5.56	5.56	16.67	0.00	
% No. of Pars	66.67			55.56	55.56	55.56	55.56	77.78	55.56	44.44	66.67	44.44	44.44	77.77	61.11	55.56	61.11	61.11	61.11	55.56	55.56	44.44	66.67	
% No. of Bogeys	11.11			22.22	44.44	33.33	33.33	0.00	22.22	33.33	11.11	11.11	44.44	0.00	27.78	33.33	27.78	33.33	22.22	27.78	22.22	33.33	27.78	
% No. of DB +	22.22			11.11	0.00	11.11	11.11	11.11	22.22	16.67	11.11	0.00	11.11	0.00	11.11	11.11	0.00	0.00	11.11	11.11	11.11	5.56	5.56	
Driving	4	4	3	4	3	1	5	4	3	4	5	5	3	4	3	4	4	3	4	4	4	4	4	
Long Irons	2	3	3	5	3	3	4	4	3	4	4	5	3	4	4	4	4	4	5	4	4	4	4	
Short Irons	2	3	3	5	3	3	4	4	3	4	4	5	3	4	4	4	4	4	3	5	5	3	4	
Pitching	2	2	3	4	3	3	2	4	3	4	4	5	2	5	4	4	4	5	4	4	5	4	4	
Chipping	2	3	3	3	3	3	2	2	3	2	4	5	2	4	3	4	4	4	4	4	4	5	4	
Bunker Play	3	3	3	3	4	1	1	1	1	1	4	1	1	1	1	1	1	3	5	4	5	1	1	
Course Management	1	3	3	3	3	3	1	3	4	1	4	4	2	5	4	3	4	4	3	5	4	5	3	
Putting	3	2	2	4	3	4	3	4	2	1	4	4	3	5	3	3	4	5	5	5	4	5	5	
Mean	2.38	2.88	2.88	3.88	3.13	2.86	2.75	3.57	3.00	2.86	4.13	4.71	2.57	4.43	3.57	3.71	4.00	4.00	4.13	4.38	4.25	4.43	3.86	